Nurturing values and life planning: Shaping students' bright future

3.6 Leveraging student diversity to integrate values education into English Language learning and teaching

Background

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) states that all children should be provided with the opportunity to feel comfortable and confident to participate fully in learning-friendly classrooms, irrespective of their backgrounds and abilities (UNESCO, 2004). Aligned with this principle, the core mission of Islamic Dharwood Pau Memorial Primary School is centred around building an inclusive environment where students from different backgrounds have equal opportunities to learn and feel respected. In pursuit of this mission, the school's English Language teachers capitalised on their students' diverse ethnic and cultural backgrounds by using them as one of the entry points to nurture proper values in students and foster their whole-person development.

This article illustrates how values education was integrated into English Language learning and teaching through leveraging students' ethnic and cultural diversity using two school-based P1 units, in which students learnt about respect for others and respect for Chinese and other cultures while developing their language knowledge and skills.

Level

P1

Strategies used

1. Integrating the four language skills

One language skill often reinforces another (Brown & Lee, 2015). Therefore, to help students connect their learning of the four interrelated language skills and to facilitate their transfer of these skills across various contexts, all language-related tasks in the two units were designed in an integrative manner. Tasks involving receptive skills, such as reading a descriptive text about family members, were thoughtfully aligned with the productive tasks, such as writing a similar descriptive text about one's family members. Apart from that, to help students develop the necessary language skills for meaningful communication, authentic materials and contexts were extensively used.

2. Promoting students' uniqueness in relation to their ethnic and cultural backgrounds

Each student is a unique individual, with their diversity shaped by a combination of factors including learning experience, family background, cultural heritage and socioeconomic status (Curriculum Development Council, 2024). Taking this into account, teachers made efforts to acknowledge the uniqueness of students, focusing specifically on their ethnic and cultural backgrounds, which are a significant facet of diversity within the school. They tailored learning and teaching materials and tasks to incorporate these backgrounds, with the aim of cultivating respect for others and diverse cultures among students.

3. Integrating values education organically into English Language learning and teaching through Chinese cultural contexts

One of the major renewed emphases outlined in the Primary Education Curriculum Guide (2024) is strengthening values education. In response to this directive, teachers endeavoured to integrate values education organically into their daily teaching practices. This integration involved identifying specific proper values to be nurtured in designated textbook units and fostering these proper values across the cognitive, affective, and actional dimensions. They also made use of Chinese cultural contexts, such as Chinese classic stories and animals distinctly tied to China, to nurture these proper values, aiming to enrich students' understanding of Chinese culture.

4. Adopting different pedagogical strategies

Various pedagogical strategies were adopted to cater for students' learning needs and promote active participation among students in values-related lessons. One such strategy included strategic questioning. Teachers skillfully asked varied kinds of questions tailored to individual students' learning needs and ethnic and cultural backgrounds to support or extend their learning of different proper values. Another strategy employed was hot seating. Recognising the potential challenges students from different backgrounds might face in comprehending complex concepts in values-related lessons due to their age, teachers engaged them through character role plays and interactive interviews to facilitate understanding of these concepts.

What happened

1. Identifying the key learning objectives

Two specific units, namely "Meet the Family" and "Amazing Animals", were chosen since they were considered highly relevant to students' diverse ethnic and cultural backgrounds and some of the priority values. Teachers started by identifying the key learning objectives of the two units, which were aligned with the tasks students were engaged in throughout the learning process. The following table shows an overview of the learning objectives in the two units:

Learning domains	The unit on the theme, "Meet the Family"	The unit on the theme, "Amazing Animals"
Language skills	 Reading Recognising capital and small letters Recognising the beginning and end of sentences Recognising base words in new words (e.g. "mother" in "grandmother" and "day" in "holidays") Making predictions about the content of a text 	 Reading Decoding words by using knowledge of letter-sound relationships (e.g. "h" in "hippo", "z" in "zebra" and "r" in "roar") Recognising high frequency words (e.g. "my", "are", "for" and "not") Making predictions about the content of a text

	Listening Recognising key words in short simple texts Writing Writing a description of a person using simple adjectives (e.g. "nice" and "kind")	Listening Recognising key words in short simple texts Writing Writing a description of an animal using vocabulary on familiar topics (e.g. animal body parts)
	 Speaking Maintaining good posture Maintaining eye contact Using appropriate voice levels 	 Speaking Maintaining good posture Maintaining eye contact Using appropriate voice levels
Vocabulary	 Learning words related to family members and hobbies (e.g. "baby sister" and "hiking") Learning adjectives describing people (e.g. "hard-working", "caring" and "gentle") 	 Learning words related to animal body parts (e.g. "trunk" and "paws"), and sounds and movements animals make (e.g. "growl", "purr", "fly", and "float") Learning adjectives describing animals (e.g. "cuddly", "agile" and "fearless")
Grammar	 Using the question word, "who" to ask about people (e.g. "Who is?") Using third-person singular pronouns to talk about people (e.g. "He/She is") Using possessive adjectives to show relationships and possession (e.g. "My/His") 	 Using "have/has" to talk about body parts (e.g. "It has") Using "can" to talk about what animals are able to do (e.g. "It can") Using the present continuous tense to talk about what animals are doing
Proper values	Understanding the importance of showing respect for classmates and parents	Understanding the importance of showing respect for Chinese and other cultures

2. Engaging students in a variety of receptive and productive tasks and utilising diversified learning and teaching materials

Teachers engaged students in a variety of receptive and productive tasks aimed at enhancing their language proficiency, catering for their diverse backgrounds and learning needs, and deepening their understanding of different proper values through real-world contexts. They also utilised diversified learning and teaching materials to enrich students' learning experiences. The following tables outline the key receptive and productive tasks as well as the learning and teaching materials used in different parts of the two units.

The unit on the theme, "Meet the Family" (The unit was divided into two parts, with the first part focusing on family members and the second on parents.)

Part 1 – Family members

Learning	Receptive/Productive tasks and	Durnosos	
domains	learning and teaching materials	Purposes	
Reading Listening Vocabulary Grammar	 Reading the authentic e-book, "The Family Book", written by Robert Rosen about different family members and their hobbies Listening to authentic songs about family members and celebrating differences among people on an online platform 	 To enable students to acquire the target reading and listening skills, vocabulary and grammar items To align the text type students are exposed to in the reading task with that o the subsequent writing task To enhance students' interest in reading and listening to English using the authentic texts 	
Proper values	 Productive tasks: Taking photos of one's family and sharing them on an e-learning platform Viewing the photos of one another and identifying the similarities and differences among themselves (see Figure 1) 	To provide an opportunity for students to share with one another their uniqueness in relation to their family and ethnic and cultural backgrounds, and foster their mutual understanding and respect by guiding them in	
	Scan the QR code to see the family photos of your classmates on Padlet. A. What do we have in common?	appreciating the similarities and differences among themselves	
	1. Do we have the same name? 2. Do we look the same? 3. Do we wear the same clothes? 4. Do we have parents? 5. Do we have brothers and sisters? Figure 1. Students identifying similarities and	 To foster respect for classmates through the cognitive and affective dimensions of values education To enhance student 	
	differences among themselves by looking at one another's family photos	engagement through purposeful, meaningful and communicative tasks	
Speaking Proper values	 Productive tasks: Discussing different ways to show respect for classmates (see Figure 2) Taking action to demonstrate respect for classmates in school 	 To guide students in exploring ways to show respect for one another To provide an opportunity for students to apply their knowledge in a real-life context 	

To foster respect for C. What should we do to show respect for our classmates? classmates through the 1. We should greet our classmates when we see them. cognitive and actional 2. We should say 'thank you' when our classmates help us. dimensions of values 3. We should say 'excuse me' when our classmates are in education To enhance student engagement through 4. We should listen to our classmates when they are speaking. purposeful, meaningful and 5. We should not touch our classmates without asking. communicative tasks 6. We should Figure 2. Students exploring ways to show respect for their classmates

Part 2 - Parents

Learning domains	Receptive/Productive tasks and learning and teaching materials	Purposes
 Reading Listening Proper values 	Receptive tasks: Reading the Chinese classic story, "Fanning the Pillow and Warming the Quilt", to learn about the traditional Chinese virtue of filial piety Learning the pronunciation, composition and meaning of the Chinese character, "孝" Watching an authentic video about what a mum and a dad painstakingly do to take care of their children on an online platform Learning different positive adjectives to describe parents	 To broaden students' understanding of respect for others, from classmates to parents To nurture students' empathy for their parents using Chinese cultural contexts To guide students in learning how meaning is embedded into the Chinese character, "孝", through its component parts To foster respect for parents through the cognitive and affective dimensions of values education To enrich students' understanding of Chinese culture through learning about the traditional Chinese virtue of filial piety
SpeakingProper values	Productive tasks: • Reflecting on how one had been taken care of by one's parents (see Figure 3)	To guide students in appreciating the love and care from their parents

To guide students in D. What do your parents do for you? Tick the correct boxes. exploring ways to show 1. Read to me. respect for their parents 2. Teach me to write. 3. Wash my clothes. To provide an 4. Clean our home. opportunity for students Cook for me. 6. Take care of me when I am sick. to apply their knowledge Figure 3. Students reflecting on how they in a real-life context have been taken care of by their parents To foster respect for parents through the Discussing different ways to show cognitive, affective and respect for parents, including those actional dimensions of that are culturally-specific (e.g. values education touching parents' feet and addressing To enhance student parents using specific words) engagement through Keeping a record of what one had purposeful, meaningful done to show respect for one's parents and communicative tasks (see Figure 4) F. Keep a record of what you do to show your respect and love for your parents in the next three days. Put a \checkmark in the correct boxes. 1.Respect 2. Obey 3. Care Say 'good morning' Help my parents Give my to my parents with the housework parents a hug , 2022 2022

- Writing
- Speaking
- Vocabulary
- Grammar
- Proper values

Productive tasks:

 Writing a description of one's parent (or family member)

Figure 4. Students keeping a record of what they have done to show respect for their parents

- Making a video presentation to introduce one's parent (or family member) and sharing it on an elearning platform
- To provide an
 opportunity for students
 to apply the knowledge,
 writing and speaking
 skills, vocabulary,
 grammar items, and
 proper values acquired in
 a real-life context
- To foster respect for parents through the actional dimension of values education
- To enhance student engagement through a purposeful, meaningful and communicative task

The unit on the theme, "Amazing Animals" (The unit was divided into two parts, with the first part focusing on general animals and the second on national animals.)

Part 1 – General animals

Learning domains	Receptive/Productive tasks and learning and teaching materials	Purposes
ListeningReadingVocabularyGrammar	Receptive tasks: Reading an authentic e-book, "Safari Animals", written by Simms Taback about different Safari animals Listening to an authentic song about animals on an online platform	 To enable students to acquire the target reading and listening skills, vocabulary and grammar items To align the text type students are exposed to in the reading task with that of the subsequent writing task To enhance students' interest in reading and listening to English using the authentic texts

Part 2 – National animals

Reading a non-fiction text about different national flags and animals related to students' ethnic backgrounds (see Figure 5) Watching videos of different national animals on an online platform and expressing how they feel about them	To enhance students' understanding that they all have different ethnic and cultural backgrounds, and foster their mutual understanding and respect by guiding them in
Learning different positive adjectives to describe the national animals (see Figure 5)	 appreciating different cultures To foster respect for diverse cultures through the cognitive and affective
National animals around the world Komodo Dragon Philippine Eagle Markhor Giant Panda Eagle Figure 5. Students learning the national	dimensions of values education
	National animals around the world Comodo Dragon Philippine Eagle Markhor Giant Panda Eagle Pagle Fierce Cuddly Adjectives Fearless Clever Quick Powerful Large Giant Panda Agile Fierce Cuddly

 Reading Listening Proper values 	 Receptive tasks: Learning about the national flag and animal of China Reading different texts about the giant panda including its body parts, and sounds and movements they make Watching an authentic video about the giant panda on an online platform and expressing how they feel about it Learning different positive adjectives to describe the giant panda 	•	To transition students from a general respect for diverse cultures to a focused respect for Chinese culture To nurture students' empathy for the giant panda To foster respect for Chinese culture through the cognitive and affective dimensions of values education To enrich students' understanding of Chinese culture through learning about the national flag and
 Speaking Proper values 	Productive tasks: Discussing values-related questions in class, including why the giant panda is the national animal of China, why there is the giant panda in Hong Kong, what has been done to conserve them, and how we can show our empathy and care for the giant panda Making a video presentation to introduce the giant panda to one's family members or friends and sharing it on an e-learning platform	•	animal of China To guide students in understanding the significance of the giant panda as the national animal of China and the relationship between Mainland China and Hong Kong To provide students with an opportunity to take on the role of an ambassador to promote the giant panda to the people around them who might not know much about it because of their ethnic and cultural backgrounds To foster respect for Chinese culture through the cognitive, affective and actional dimensions of values education To enhance student engagement through purposeful, meaningful and communicative tasks

•	Writing
	Canalain

- Speaking
- Vocabulary
- Grammar
- Proper values

Productive tasks:

- Writing a description of a class mascot of one's own choice of an animal
- Making a video presentation to introduce one's choice of the class mascot and sharing it on an elearning platform
- To provide an opportunity for students to apply the knowledge, writing and speaking skills, vocabulary, grammar items, and proper values acquired in a real-life context
- To foster respect for diverse cultures through the actional dimension of values education
- To enhance student engagement through purposeful, meaningful and communicative tasks

3. Employing various pedagogical strategies in values-related lessons

Various pedagogical strategies, including strategic questioning and hot seating, were adopted in different values-related lessons to cater for students' diverse learning needs, promote active participation, and support or extend their learning of the target proper values. The following table shows examples of how these strategies were used in different lessons and the purposes of using them.

Lessons	Pedagogical strategies	Purposes
• Reading	Strategic questioning: When guiding students	To cater for
the	through the reading task, teachers asked different	students'
Chinese	types of questions, such as prompting questions	diverse learning
classic	and clarifying questions, suited to individual	needs
story,	students' English proficiency levels, cognitive	To support
"Fanning	abilities, and ethnic and cultural backgrounds (see	students'
the	Figure 6).	understanding
Pillow	Picture 1	of the reading
and	A. Main question 1:	text and the
Warming	Look at the first picture. Is it daytime or nighttime? (understanding) o Follow-up questions:	traditional
the	(for more able Ss) How do you know that? (clarifying)	Chinese culture
Quilt"	(for less able Ss) What colour is the sky in the picture? (prompting)	of filial piety in
	B. Main question 2: How is the weather like? Is it hot or cold? (understanding)	a progressive
	Follow-up questions: (for more able Ss) Why do you think it is hot? (clarifying)	manner
	(for less able Ss) Look at the boy in the picture again. Do you think we	To extend
1/4 ==	use <u>a paper fan</u> when we feel hot or cold? (prompting ; two-option ; Chinese culture)	students'
A FIRE	Figure 6. An extract from a lesson plan showing teachers	learning by
	asking different types of questions based on students'	stimulating their
	English proficiency levels, cognitive abilities,	higher-order
- Constitution of the cons	and ethnic and cultural backgrounds	thinking

- Learning about the national animal of China, the giant panda
- Hot seating: When guiding students from different ethnic and cultural backgrounds in understanding the significance of the giant panda as the national animal of China, teachers, considering students' young age, role-played a giant panda and engaged them in interactive interviews to enhance their understanding and elucidate complex concepts, including why the giant panda is the national animal of China and the relationship between Mainland China and Hong Kong (see Figure 7).

Hot Seat (Round 1): Teacher-in-role taking questions from Ss

- 1. T role-plays a giant panda.
- 2. Ss ask 'the giant panda' questions. (T guides Ss to ask questions based on what they have learnt about the giant panda.)

Hot Seat (Round 2): Teacher-in-role asking Ss questions

- 3. T continues to role-play the giant panda.
- 4. The 'giant panda' asks Ss questions to enhance their understanding of the national animal.

Questions to ask:

- a. Where can you see me in Hong Kong?
- b. Why am I in Hong Kong? / Who brought me to Hong Kong?
- c. Why do you think I am the national animal of China?
- Figure 7. An extract from a lesson plan showing teachers role-playing a giant panda to enhance students' understanding and elucidate complex concepts

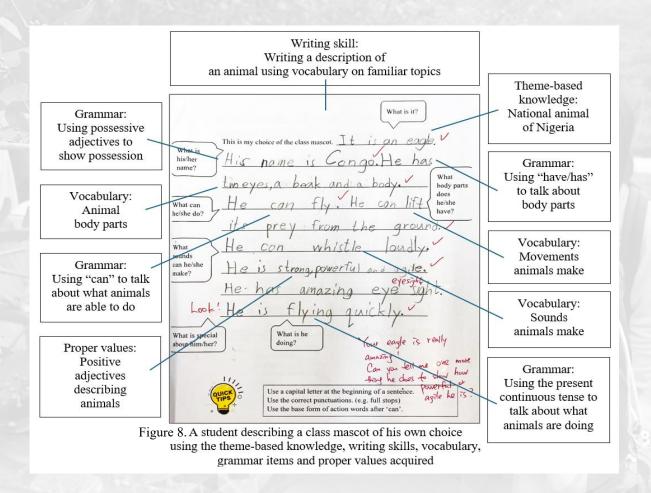
- To enhance student engagement in a values-related lesson
- To enable students to have meaningful interactions with an imaginary character a giant panda to gather useful information first-hand
- To facilitate a deeper understanding of complex concepts related to Chinese culture

Impact

Student learning

1. Increased language proficiency and capability in task application

Students' proficiency in the four language skills increased and their capability to apply them in different language-related tasks improved. In reading and listening, teachers observed that students became more capable of employing a range of reading and listening skills to tackle different texts, such as recognising high frequency words in reading texts and identifying key words that they had learnt in audiovisual texts. In writing and speaking, students produced written compositions (see Figure 8) and gave oral presentations with richer content. They managed to apply the theme-related knowledge, writing and speaking skills, vocabulary, and grammar items they acquired in the writing and speaking tasks. These improvements could be attributed to the systematic teaching of specific language skills and the thoughtful alignment between the receptive and productive tasks, which enabled students to transfer the skills they learnt across contexts.



2. Increased awareness and understanding of the target proper values

Students exhibited a heightened awareness and understanding of showing respect for others. Teachers observed that students became more appreciative of the similarities and differences among themselves, and were developing the habit of showing respect for one another in school through various ways discussed in class, such as greeting one another in the morning (a common social practice of showing respect) and refraining from touching their classmates' heads (a disrespectful behaviour in some cultures). They were also able to come up with other sensible ways to show respect for one another, such as apologising to others after doing something wrong (see Figure 9) and acted on them. Teachers also noticed a growing awareness among students of their parents' love and care, prompting them to actively demonstrate respect for their parents through their actions (see Figure 10).



Figure 9. Students' own ideas of showing respect for their classmates

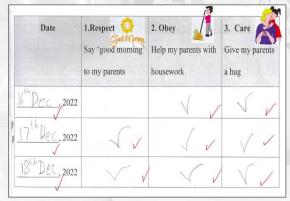


Figure 10. A student's record of what he has done to show respect and love for his parents

In addition, students developed a deeper awareness and understanding of showing respect for different cultures, particularly those pertaining to their classmates' ethnic backgrounds. This was evidenced by their active participation in classroom discussions on topics inspired by the family photos they shared with one another, such as traditional clothing worn by their classmates. They were enthusiastic about learning different cultural elements and prepared to show appreciation by, for example, using different positive adjectives to describe them. They also developed a broadened base of knowledge of Chinese culture and eagerly shared it with their family and friends, contributing to a deeper appreciation of the culture.

3. Increased student engagement

Teachers observed a significant increase in student engagement. Students found the diversified learning and teaching materials and the variety of purposeful, meaningful and communicative tasks both inside and outside the classroom interesting and relevant to their daily lives. Students also displayed a stronger sense of ownership of their learning because of the emphasis on their uniqueness in terms of their ethnic and cultural backgrounds throughout the learning process. Their active participation could also be attributed to the adoption of different pedagogical strategies by the teachers in the classroom.

Teacher development

1. Enhanced capability to integrate the four language skills

Teachers developed an increased awareness of the interplay between the four language skills and an enhanced capability to design language-related tasks that engage all four skills using an integrative approach. Their enhanced awareness and refined approach to task design led to the successful development of more cohesive and comprehensive language learning experiences for their students.

2. Enhanced capability to cater for learner diversity

Teachers developed a stronger awareness of the significance of embracing student diversity and addressed it through thoughtfully designed learning experiences. They also became more competent leveraging students' uniqueness in terms of their ethnic and cultural backgrounds to engage them in the learning process, and employ different pedagogical strategies to cater for their diverse learning needs and facilitate progress in learning.

3. Enhanced capability to integrate values education into English Language learning and teaching

Teachers developed an increased understanding of how values education can be integrated organically and strategically into their school English Language curriculum. They bolstered their capability to use an array of strategies to nurture proper values and appreciation for Chinese culture in students, alongside helping them develop their language knowledge and skills.

Curriculum development

The school English Language curriculum was enhanced through strengthening the systematic connection between the four language skills; the incorporation of different elements catering for

students' diverse backgrounds and learning needs; and the integration of values education and Chinese culture. The enriched, more meaningful curriculum not only facilitated students' language learning but also boosted their engagement in learning and fostered their whole-person development.

Conclusion

Values education was successfully integrated into the school English Language curriculum through leveraging student diversity as shown in the two school-based P1 units. The success was largely attributable to the collaborative efforts of the English panel, teachers' creativity and receptiveness to new ideas, the leadership of the curriculum leaders, and the professional support from the Language Learning Support Section. To deepen students' understanding of showing respect for different people and cultures, teachers can engage them in researching and learning from one another about how different national animals and customs represent different cultures. To further embrace student diversity, teachers can explore other facets of uniqueness of their students, such as personality traits, multiple intelligences and religious beliefs, and integrate them into their daily English teaching and ongoing promotion of values education.

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3.7 Cultivating proper values and attitudes through infusing Life Planning Education into Reading across the Curriculum projects

Background

As encapsulated in the school motto and the school's major concerns, CCC Chuen Yuen First Primary School accords high priority to fostering students' whole-person development. Therefore, English Language and non-language subject teachers shared the common goals of cultivating proper values and attitudes among students, connecting their learning experiences, and enhancing their literacy skills and lifelong learning capabilities, when collaboratively planning and implementing Reading across the Curriculum (RaC) projects. In response to the recommendations stated in the final report of the Task Force on Review of School Curriculum, these teachers also integrated Life Planning Education (LPE) into some RaC projects, supporting students to achieve better self-understanding and recognise the significance of proper values and attitudes in pursuing their goals and dreams. Through organic integration of different curriculum initiatives, such as RaC, values education and Life Planning Education, into the school English Language curriculum, teachers hoped to optimise the curriculum and provide students with diversified learning experiences, nurturing them to grow into well-rounded individuals.

RaC projects were first piloted in P4 in 2021/22. P4 English Language and General Studies teachers were invited to explore feasible modes of implementation before extending RaC to other subjects and levels in the following school years. This report illustrates how teachers worked towards the above goals using the two RaC projects piloted in P4.

Level

P4

Strategies used

1. Connecting students' learning through cross-curricular collaboration and links

To help students connect the knowledge, skills and values and attitudes acquired in different subjects, P4 English Language and General Studies teachers collaborated closely in the RaC projects. The teachers identified common entry points for collaboration, such as thematic links, subject-specific vocabulary and knowledge, and proper values and attitudes. During the collaboration, General Studies mainly focused on theme-related knowledge acquisition (conducted in Chinese), whereas English Language focused on acquisition of the related knowledge and vocabulary in English and other relevant language-related knowledge and skills. In addition, cross-curricular learning tasks were designed for students to synthesise and apply what they had learnt across the two subjects to solve problems in their daily life and develop theme-related proper values and attitudes and generic skills.

2. Using value-driven texts and learning tasks to develop students' proper values and attitudes through the integration of cognition, affect and action dimensions

A variety of reading texts were used to not only broaden students' reading horizons and enhance their reading skills, but also act as a springboard for stimulating value-driven reflection and discussion among students. Through appropriately designed learning tasks, teachers guided students to gain a better understanding of the target values and attitudes and make proper judgment in related situations (cognition dimension), explore the affective aspect of the target values and attitudes (affect dimension) and put them into practice (action dimension), deepening students' learning experience in values education (see Figure 1).

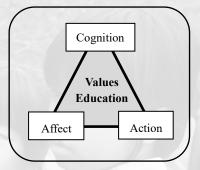


Figure 1. Different dimensions of values education

3. Infusing LPE elements into reading texts and learning tasks to make natural connections with values education

LPE elements were infused into the projects to foster students' whole-person development. The "Framework of Implementation Strategies on Life Planning Education for Primary Schools" outlined three core elements for conducting LPE at Key Stage 2 (see Figure 2). Taking P4 students' developmental needs into consideration, teachers decided to focus more on enhancing students' self-understanding and nurturing work-related values and attitudes. Reading texts and experiential learning tasks about theme-related jobs were used to help students learn more about different jobs, and more importantly, enable them to explore their personal aspirations, interests and abilities and put the target values and attitudes into practice.

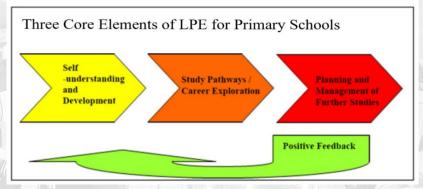


Figure 2. Three core elements of LPE for primary schools

4. Engaging students in diversified learning experiences within and beyond the classroom

English Language teachers and General Studies teachers designed a wide array of meaningful learning tasks to organically integrate various curriculum initiatives into the school curriculum and enrich students' learning experiences. Apart from reading and language learning activities, theme-related life-wide learning and experiential learning activities were conducted at home or in the community to extend students' learning of the topics, and help students connect their learning with their personal experiences and apply what they have learnt in their daily life.

5. Facilitating learning and teaching through diversified pedagogical strategies

During lessons, students were scaffolded to acquire the target knowledge, skills, and values and attitudes through a combination of different pedagogical strategies, such as explicit teaching (e.g. modelling on how to identify signal words related to cause and effect and use them to facilitate their comprehension of the texts), meaningful recycling (e.g. applying the target reading skills when reading different texts in the project), peer learning (e.g. think-pair-share and group work), the use of motivating and multisensory resources (e.g. multimodal texts and e-learning activities), and making explicit cross-curricular links in the two subjects involved.

What happened

Two RaC projects were piloted in P4 in 2021/22, one in each term. In general, the planning and implementation of each P4 RaC project involved the following stages.

Planning

Stage 1: Cross-curricular mapping and planning and choice of reading materials

Curriculum mapping was conducted by English Language and General Studies teachers at the initial stage of the projects. Taking the first RaC project as an example, the common theme "Stay Healthy" was identified and teachers selected suitable textbook units for the project. For English Language, extended reading materials, including a reader on healthy eating, a magazine article about nutritionists and some food labels, were chosen or designed to increase students' exposure to theme-related topics and different text types, and to echo students' learning in General Studies. During cross-curricular mapping and planning, teachers built consensus on the learning focuses of their own subjects and the entry points for cross-curricular collaboration. In both RaC projects, several common entry points were adopted to strengthen cross-curricular connections and deepen students' learning (see Figure 3 and Figure 4).

		1st RaC project	2nd RaC project
,	Theme	Stay healthy	Be a green hero
	English	"At the Food Festival"	"Little Green Farm"
Units	Language	"Cooking is Fun"	
Units	General Studies	"Smart Eating"	"Weather and climate"
The second	LA TT ALL		(Prior knowledge: "Water")
	Subject-specific	Nutrients and their functions	Water cycle, water
	knowledge/		conservation
	vocabulary		
Common	Text type	Food labels	Infographics, procedures
entry	Proper values	Empathy, care for others ¹ ,	Care for the environment,
points	and attitudes	leading a healthy lifestyle,	green living
		cherishing food	
	Generic skills	Critical thinking, problem solving, creativity, communication	
		and collaboration skills	

Figure 3. Common entry points for cross-curricular collaboration in the RaC projects

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¹ This priority value and attitude was renamed "benevolence" in 2023.

English Language

Learning focuses

Knowledge (content):

- Essential nutrients and their basic functions
- Importance of a balanced diet

Knowledge (language-related):

- Name of dishes and adjectives to describe food
- Vocabulary related to nutrients and their basic functions
- Use of "good for / bad for"

Skills

- Reading a variety of text types, e.g. stories, magazine articles, food labels, etc.
- Applying reading skills such as:
- working out the meaning of unfamiliar words
- · understanding cause and effect
- · comparing and contrasting
- Writing a description about a healthy dish
- Presenting a healthy dish with appropriate volume and intonation

Values & attitudes:

- Empathy, care for others
- Leading a healthy lifestyle
- Cherishing food

Theme: Stay healthy

Final tasks:

- Designing a healthy dish for people in need as a nutritionist (Cross-curricular task by General Studies & English Language)
- Writing task: writing a description about the healthy dish (English Language)
- Speaking task: making a video to present the healthy dish and promote healthy eating (English Language)
- Extended task: cooking and enjoying the healthy dish with parents (to be incorporated into the video if possible) (English Language)

General Studies

Learning focuses

Knowledge:

- Five major groups of nutrients and their sources and functions
- Importance of a balanced diet
- How food high in fat, sodium and sugar affects our health
- Food additives and their impacts on our health

Skills:

 Reading food labels and other materials to pursue smart and healthy eating

Values & attitudes:

- Leading a healthy lifestyle
- Cherishing food
- Empathy, care for others (crosscurricular task)

Figure 4. The curriculum map of the first RaC project showing how teachers created and strengthened links in the English Language and General Studies curriculum and designed relevant learning tasks to integrate students' learning

Implementation

Stage 2: Subject-specific input and language learning related to the theme

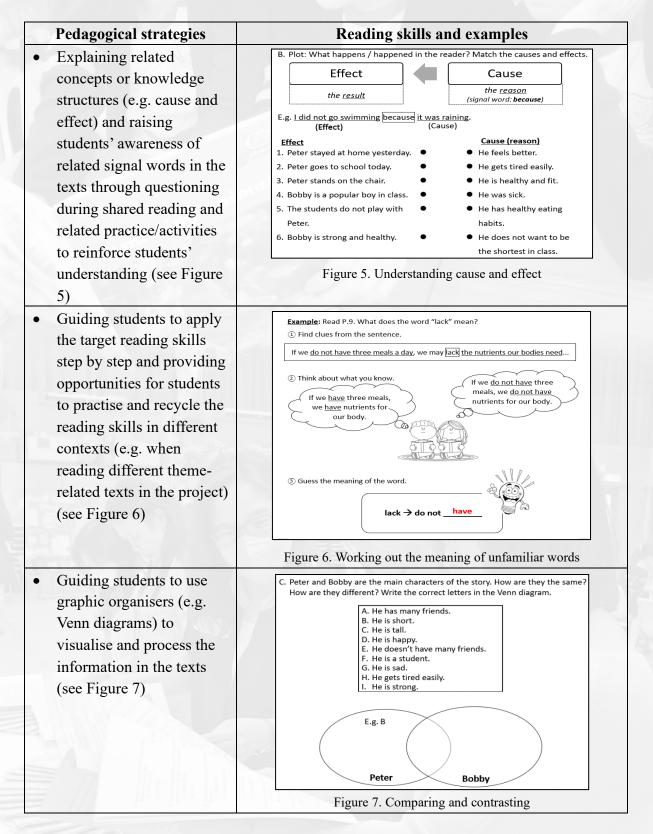
To help students strengthen associations in their learning, English Language and General Studies teachers more or less synchronised their theme-related teaching, with adjustments in their teaching schedules made prior to the projects. Therefore, while students were acquiring subject-specific knowledge, skills and values and attitudes in General Studies, they were also engaged in a variety of language learning activities that echo with the General Studies curriculum and enrich their learning. This arrangement enabled teaching to explicitly and promptly resonate across the two subjects, encouraging students to make links in their learning.

The following are some key tasks that took place within or beyond the classroom in English Language.

1. Engaged with theme-related texts to acquire subject-specific knowledge and vocabulary and essential reading skills

Students read a variety of texts, including narrative and information texts, in English Language lessons. Teachers not only broadened students' breadth of knowledge and perspectives, but also guided students to acquire subject-specific vocabulary and target language structures, and develop various reading skills.

In reading lessons, teachers conducted shared reading with students to help them comprehend the texts in depth. Learning activities such as think-pair-share and e-learning activities (e.g. games, sharing ideas online) were adopted to gauge students' understanding of the texts and encourage students to express their views about the texts. In addition to explicitly making connections with the concepts learnt in General Studies lessons, supplementary multimodal texts were often used to facilitate students' understanding of information texts with subject-specific knowledge and vocabulary. To enhance students' reading skills, teachers explicitly taught the target reading skills in class at the text level using different pedagogical strategies. The following are some examples.



2. Cultivated the target proper values and attitudes through value-driven learning tasks and Life Planning Education

After the reading stage, teachers engaged students in multifarious value-driven learning activities related to the texts, such as discussion, experiments and reflection, to enhance their understanding of the target proper values and attitudes. The following are some examples.

understanding of the target proper values and attitudes. The following are some examples. Values and **Examples of learning tasks** attitudes In the first RaC project, after reading about healthy diets, students collected Leading a food labels at home and evaluated the nutritional value of the food items using healthy the target vocabulary and language items (i.e. nutrients and the use of lifestyle "good/bad for"). They were guided to make wise and health-conscious decisions when purchasing and consuming food in their daily life (see Figure 8). Comment sadam, It is bad for us because it contains a lot of sodium. Figure 8. Reading food labels critically to decide if food items at home are healthy In the second RaC project, after reading about water conservation and the water Green living cycle, students conducted an experiment in groups to observe the water cycle and learn more about water pollution (see Figure 9). (2) The <u>coloured</u> water in the "sea" is like water (protection /pollution). \star The coloured water becomes (cleaner)/ dirtier) in the "sky" because the water inside turns into colourless water vapour or droplets. ★ However, the "sea" is still (clean / dirty)) because the pollutants and rubbish (stay in) leave) the sea. Figure 9. Deducing the negative consequences of water pollution from the experiment Work-Life Planning Education elements were infused into both projects. After conducting reading lessons about theme-related jobs such as nutritionists, related inventors and actors, teachers engaged students in discussion and reflection to proper help them understand the significance of work-related proper values and values and attitudes, reflect on their interest in pursuing theme-related jobs and explore attitudes, their own dreams (see Figure 10). e.g. What do we need to do if we want to be good nutritionists?Write your ideas in the pictures. If you can do it, colour the picture empathy, patience and perseverance · design things to help save water and solve water problems Our "superpowers": ◎ Be creative (☆☆☆) ⑤ Be perseverant ⇒ do not give up (☆☆☆) © Enjoy making things by ourselves (☆☆☆) Other: Figure 10. Exploring theme-related jobs and work-related proper values and attitudes

Stage 3: Integration and application of learning across subjects through cross-curricular, experiential and life-wide learning tasks

Through concerted efforts, English Language and General Studies teachers created opportunities for students to integrate and apply the knowledge, skills and values and attitudes acquired in both subjects as well as different generic skills to solve problems in the cross-curricular learning tasks. To put work-related proper values and attitudes into practice, students "experienced" theme-related jobs and solved problems from the perspectives of people taking up those jobs. Life-wide learning activities were also arranged to enrich and extend students' learning (see Figure 11).

	1st RaC project	2nd RaC project	
Theme	Stay healthy	Be a green hero	
Cross-curricular	Design a healthy dish for people	Promote water conservation and green	
tasks and theme-	in need and introduce it as a	living through different means as an	
related job	nutritionist	inventor, an actor or a KOL	
experience			
Life-wide	After the cross-curricular task:	Before the cross-curricular task:	
learning	- Prepare the healthy dish and	- Visit H ₂ OPE Centre to learn more	
	enjoy it with parents at home	about problems related to water and	
A.		ways to save water in the daily life	

Figure 11. An overview of the cross-curricular tasks and the corresponding life-wide learning activities

Taking the first RaC project as an example, students worked as nutritionists in the cross-curricular learning task. They designed a healthy dish for people in need, such as the elderly and pregnant ladies, showing empathy to and understanding of people's needs. They then applied the target subject-specific vocabulary and language items to write a description about the dish in English lessons and made an English video to introduce the dish and promote healthy eating (see Figure 12 and Figure 13).



Figure 12. Students applied knowledge of nutrients acquired across subjects and the target language items in the learning tasks.





Figure 13. Students extended their learning beyond the classroom and connected their learning with their daily experience.

Impact

Student learning

1. Reading abilities and ability to make connections in learning improved

Through exposure to a variety of theme-related narrative and information texts, students' reading exposure was expanded and more subject-specific vocabulary was acquired. Their capacity to process information texts was also enhanced due to explicit teaching of reading skills, text types and knowledge structures, supporting them to progress gradually from learning to read to reading to learn.

As observed by teachers, cross-curricular collaboration not only strengthened knowledge building among students, but also fostered students' ability to connect and synthesise their learning across subjects. In the first RaC project, for instance, most students were able to apply knowledge of healthy diet acquired across subjects to design a healthy dish and employ the target language items and language skills learnt in English Language to describe the dish in the writing and speaking tasks (see Figure 14).

The name of my healthy dish is Beef Tomato Tofu Soup. It is good for pregnant ladies. We use beef, tomato, tofu, salt and water to make it. It contains minerals and proteins. Proteins can help them build muscles and minerals can keep their bones strong. These nutrients are important to them because they can help babies grow healthily. The dish is yummy too!

Figure 14. Example of students' writing

2. Target proper values and attitudes nurtured and self-understanding enhanced

The integration of the cognition, affect and action domains of values education facilitated students' acquisition of the target proper values and attitudes. Students understood better the importance of leading a healthy lifestyle and embracing green living. They also put their understanding into practice, e.g. cooking a healthy dish and producing videos to promote green living (see Figure 15). When experiencing a theme-related job such as that of a nutritionist, students developed empathy and showed care for others.



Figure 15. Making a video to promote green living

Furthermore, students learnt more about different jobs and explored their interest and suitability for the jobs and their aspirations for the future, achieving better self-understanding (see Figure 16).

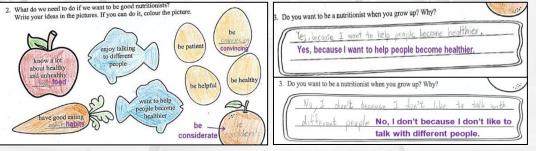


Figure 16. Excerpts of students' reflections

3. Generic skills and lifelong learning capacity strengthened

In both RaC projects, students solved real-life problems (e.g. addressing nutritional needs of people in need) with integrative use of generic skills as well as higher-order thinking skills, which are crucial for developing their lifelong learning capabilities. Apart from problem solving skills, students produced RaC products with creativity and critical thinking. By working in groups, they have polished their communication and collaboration skills. With heightened learning motivation through engaging in authentic problem solving tasks, some students displayed an inquisitive attitude of a lifelong learner and took the initiative to enrich their own learning with additional learning resources, e.g. the Internet, in the projects (see Figure 17 and Figure 18).



Figure 17. Solving problems in groups



Figure 18. Taking part in a drama to promote green living

Teacher development

1. Experience in conducting RaC enhanced

From the two projects piloted in P4 in the first year, both English Language and General Studies teachers gained more knowledge, skills and experience in planning and implementing RaC and cross-curricular learning. They shared their experience with other teachers, enabling the school to extend RaC to all levels in the following year. Overall, a culture for cross-curricular collaboration has been nurtured, which is conducive to developing a more coherent school curriculum and forming a more comprehensive understanding of students' learning needs and progress.

2. Capacity in holistic planning of the school curriculum strengthened

Both language teachers and non-language subject teachers became more aware of their roles in contributing to a more holistic school curriculum in order to foster students' lifelong learning capabilities and whole-person development. In the P4 RaC projects, teachers gained experience in designing meaningful learning tasks to organically integrate curriculum initiatives, such as values education, Life Planning Education and life-wide learning, into the curriculum, enabling students to grow holistically with rich learning experiences.

Conclusion

Through the effective coordination of the curriculum leaders (e.g. PSMCD and Panel Heads) and concerted efforts of the language teachers and non-language subject teachers, the school curriculum, including the English Language curriculum, has been optimised with the incorporation of RaC and the natural connections established with some curriculum initiatives. To extend the positive impact of the projects, language teachers and non-language subject teachers will continue to put emphasis on values education and provide rich and connected learning experiences for students within and beyond the classroom, supporting students to become more effective learners, future-ready and all-

rounded individuals and moral leaders of tomorrow. To further engage students and cultivate an inquisitive mind, possibilities of creating space to arrange for more hands-on and minds-on activities might be explored as the school curriculum continues to be optimised.

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3.8 Infusing Life Planning Education into the unit planning to diversify students' learning experiences: Within and beyond the S4 English classroom

Background

In response to the optimising measures for the four senior secondary core subjects, Confucian Tai Shing Ho Kwok Pui Chun College started implementing customised short-term enrichment programmes for S4 students in 2021/22 to cater for their diverse interests and abilities, one example of which was to teach creative use of English through language arts texts. As the school has been fully committed to offering diversified, meaningful and balanced learning experiences to students, the curriculum leader of the English Department took the initiative to enrich the existing textbook-based curriculum with **elements of Life Planning Education (LPE)** and the previous Workplace Communication elective module in **2022/23**. A work-related thematic unit was **piloted** in an S4 regular English class to further **motivate** students. Kolb (2014, as cited in Organ, 2017), pointed out "the workplace [is] a learning environment that can enhance and supplement formal education and can **foster personal development** through meaningful work and career development opportunities" (p.37). An experiential **career-related life-wide learning (LWL) activity** opportunity was therefore also offered to **enrich the language learning experiences** and support the **career development** and **whole-person development** of the selected student.

Level

S4

Strategies used

Taking into consideration the policy/curriculum initiatives, school contexts, students' growth and learning needs, the school **designed a school-based work-related thematic unit** for **trial in S4**. This unit mainly comprised textbook materials and school-based materials integrating learning elements recommended in the previous Workplace Communication elective module and LPE.

A range of strategies was adopted to the unit design and the details are presented as follows:

Strategies used	Practices explored	Considerations made/Rationale
Making	- Select a topic that is	- To initiate students' learning
connection and	relevant to current career	motivation in career-related topics
integration	trends, students' daily life	- To strengthen curriculum coherence
	and career interests	
	- Build a theme-based unit	
	around a work-related	
	topic in the existing	
	textbook-driven	
	curriculum	
	- Incorporate elements of	
Diversifying the	the previous non-	- To cater for students' diverse interests,
school textbook-	language arts elective	abilities and aspirations/orientations

based English Language curriculum and students' learning experiences	module "Learning English through Workplace Communication" into the thematic unit using school-based materials consisting of some authentic texts	 To broaden students' exposure to different types of texts and resources To take forward the recommendation about integrating the previous elective modules into the school English Language curriculum at the senior secondary level
	- Deliver career-related learning in the English classroom by infusing LPE learning elements	- To take advantage of the opportunities offered by career-related learning in the classroom and real work experience such as work attachment to broaden and/or deepen students' learning (including whole-person development)
	- Offer real-life work experience through an out-of-school job attachment programme	- Career-related LWL is one of the essential learning experiences that can take place outside the school in different contexts. And such student learning in real contexts and authentic settings can achieve targets that are more difficult to attain through classroom learning (EDB, n.d) can facilitate deeper student learning than career-related learning experiences in the classroom.

What happened

1. Career-related learning and teaching in the English classroom

A school-based work-related thematic unit about "Social Media Influencers" (SMIs) was implemented in a target S4 English class in the second school term. This classroom component not only embedded some learning elements recommended in the previous Workplace Communication elective module in the school senior secondary English Language curriculum, but also incorporated the three Life Planning Education (LPE) core elements — self-understanding and development, career exploration and/or career planning and management (Education Bureau, 2014, p.24). Below shows the outline of the thematic teaching delivered in the English classroom:

,	1	Редоличаса
	Main L & 1 tasks/activities	Resources
- Build knowledge about the business world [△]	Read a dictionary entry to find out the definition of "Influencer"Read other information technology words which are	- Dictionary entry - Video (Speech)
- Recognise the rise of Social Media Influencer (SMI) as a new marketing strategy and work role	 invented (e.g. "vlog", "selfie") to meet the needs of the society View a TED Talk to note down how SMIs have transformed modern marketing Read graphical data about the popularity of SMIs among teenagers 	- Report excerpts (Graphs) - Article from the textbook
	 Read an article about how SMIs make money Complete a summary cloze about SMIs using their learning gained from the reading and viewing activities 	
<u> </u>	Main L & T tasks/activities	Resources
Work-related		
	- Express one's preconceived ideas	- Video
opportunities and constraints of being an SMI▼ - Be aware of stereotyping in career and work▼ - Nurture work- related generic skills and abilities (e.g. critical thinking) ▼△	about SMIs in an anticipation guide (e.g. if the job is professional or sustainable) - View the success story of a travel influencer quitting a full-time corporate job to identify how an SMI is perceived by various parties (e.g. another influencer, his parents) - Revisit the anticipation guide after the viewing to reflect on if one's attitudes or views towards the job have changed or are justified - Fill in a curriculum vitae (CV) for	(Vlog)
	work-related - Build knowledge about the business world△ - Recognise the rise of Social Media Influencer (SMI) as a new marketing strategy and work role I) Perception about bjectives Work-related - Explore the opportunities and constraints of being an SMI▼ - Be aware of stereotyping in career and work▼ - Nurture work- related generic skills and abilities (e.g. critical	Build knowledge about the business world△ - Recognise the rise of Social Media Influencer (SMI) as a new marketing strategy and work role - Read an article about how SMIs have transformed modern marketing - Read graphical data about the popularity of SMIs among teenagers - Read an article about how SMIs make money - Complete a summary cloze about SMIs using their learning gained from the reading and viewing activities Description about the career trend and the job (SMIs) of being an SMI▼ - View the success story of a travel influencer quitting a full-time corporate job to identify how an SMI sperceived by various parties (e.g. another influencer, his parents) - Revisit the anticipation guide after the viewing to reflect on if one's attitudes or views towards the job have changed or are justified Pack the final control of the con

	good social media influencer (SMI) Main L & T tasks/activities	Desarror		
Key L & T o	Work-related	Main L & 1 tasks/activities	Resources	
Language-related Develop the skill of reading job ads Understand the use of persuasive language in online advertising ∆	- Build knowledge about the job ▼ - Cultivate positive concepts, values and attitudes about career and work ▼ (e.g. business ethics△) - Develop awareness of generic/work- related skills and abilities ▼	 Read the advertisements (ads) of two jobs (an SMI alongside a more traditional nine-to-five job) to explore the desirable qualities of an effective SMI and the importance of "transferable skills" Watch a product review (of virtual reality glasses) filmed by an SMI to rate the skills and qualities displayed by the influencer in the video Scan the news headlines provided to identity a list of the desirable qualities of SMIs and what an ethical SMI should or should not do 	- Job ads - Video (Product review) - News headlines	
 Build topic vocabulary (e.g. business/job-related vocabulary, personal qualities) [△] Practise integrated skills Practise group discussion skills 	- Explore the opportunities and constraints of being an SMI*	- Extract and integrate relevant information from the reading and viewing (informational interview videos) materials provided to identify the joy and challenges of the job - Discuss the career advice for schoolmates showing interest in being a YouTuber	- Videos (Informational interviews) - Reading excerpts	
	- Conduct a self-assessment of qualities and abilities ▼ - Develop awareness of factors that influence career decisions ▼	Self-reflection - Evaluate one's suitability for being an SMI based on the responses in the self-reflection tool provided	- Self-reflection tool	

[△] Learning elements of the previous Workplace Communication elective module in the school senior secondary English Language curriculum

The three core elements of LPE

2. Experiential career-related LWL activity outside school

To enrich the teaching of language and career-related learning elements inside the English classroom, a joint-school life-wide learning activity (i.e. "Secondary School Student Attachment Programme") was offered to the selected student in an authentic working environment -- Language Learning Support Section (LLSS) of the Education Bureau in the summer of 2022/23. Here is a brief overview of the 4-day work-based experiential LWL programme:

Work activities (Highlights)		Main objectives
Before the attachment programme		
- Formulate own learning goals and expectations at school	7 -	- Cultivate personal
	L	planning and goal setting
During the attachment programme		

- Attend the programme orientation, which included a sharing session hosted by former interns
- Create online questionnaires and process relevant data collected
- Draw up and present an LWL proposal to Language Support Officers
- Organise and conduct an informational interview and produce video clips of the interview conducted (see Figure 1)



Figure 1. The school's student intern interviewed the LLSS Section Head to learn about his job and seek career advice.

- Write photo captions for the LLSS publications (see Figure 2)



Three IT newbies: the interns learning how to film a video

- Figure 2. One of the creative photo captions designed by the school's student intern
- Conduct self-reflection and a presentation on the learning outcomes of the work attachment

- Develop general concepts relating to the work environment and organisation (e.g. the organisational set-up, mission and vision of the LLSS as a government section in the education field)
- Co-operate with other interns on work tasks and communicate with others about work-related matters
- Develop integrated language skills (e.g. conduct presentations for workplace purposes using suitable visual aids, carry out and transcribe an interview)

After the attachment programme

- Present the work experiences gained from the programme at school after the summer holiday (see Figure 3)



Figure 3. The student intern presented his reflection on the learning outcomes of the work attachment.

- Nurture a reflective habit of mind
- Maximise the student learning outcomes of the programme

Impact

1. Student level

i. S4 students

Based on the observation data gathered from lessons and student work, students in general found the work-related thematic unit engaging and displaying the essence of the three core elements of LPE. Through viewing and reading the real-life stories of some social media influencers, they learnt more about the job and the target language points. In some cases, their perception of the job changed as they explored the job further (e.g. skills and qualities expected, opportunities and constraints of being an SMI), as evident in their response in the anticipation guide (see Figure 4). Their self-understanding also grew through reflective activities like considering own suitability for the job (see Figure 5). The increased understanding of own interests, abilities and work values, as well as knowledge about the job alongside the work-related generic skills has enabled students to make their career choice in a more informed manner. More significantly, through this thematic unit, students realised the importance of cultivating strong work ethics as an SMI (see Figure 6). Additionally, the heightened awareness of the concept of employability and positive work attitudes would foster students' personal planning for further career development, facilitating a smoother transition from study to employment.

What Is Being a Social Media Influencer Like?

You are going to watch a video that tells the success story of a social media influencer called Drew Binsky. Before the viewing, read each of the following statements and decide how strongly you agree or disagree with each of them. Tick the boxes in **Part A**.

Part A BEFORE Viewing			Statements	Part B AFTER Viewing				
Strongly Agree	Agste	Diagree	Strongly Disagree	((((((((((((((((((((Strongly Agree	Agree	Disagree	Strongly Disagree
		1		Being a social media influencer is not a real job.			1	
	1			Being a social media influencer is not a profession. Anyone can do it.			1	
	1			It is impossible for people to earn their living being full-time social media influencers.			-	
	V			Being a social media influencer cannot be a long-term career.			1	
	~			 Being a social media influencer is an easy job. 			1	
1000010				Part B				
				Reflection				
Look back	at your rat	ings. Choos	e one of th	e statements and explain how your thinking ha	s changed	or been con	firmed.	
Statement	5							
Explanatio	m.							
				asy job because after I (have watched) the vide				
				ary 100 because amer 1 (nave warched) the viol lace. Also they need to know how to use the pi				nave to

Figure 4. Student work excerpt A

The anticipation guide was used in the unit to spark curiosity about and reflection on changes in perception and/or knowledge about the job (SMI) at the pre- and post-viewing stages

right job for y	These statements are about ME.	
	1 = never true; 5 - always true	
	I am	
	Outgoing	1 2 3 4 5
	Chatty	1 2 3 4 5
	Flexible	1 2 3 4 5
Personality	Self-disciplined	1 2 3 4 5
	Creative	1 2 3 4 5
	Adventurous	(T) 2 3 4 5
	Independent	1 2 3 4 5
	Open-minded (e.g. can handle negative comments positively)	1 2 3 4 5
	I have	1 2 3 4 5
	Strong presentation skills	1 2 3 4 5
Skills/ Knowledge	Strong IT skills (e.g. video-taking, video-editing)	1 2 3 4 5
	Strong communication skills	1 2 3 4 5
	Strong organisation skills	1 2 3 4 5
	Total:	V 165

Figure 5. Student work excerpt B A self-reflection tool used to prompt students to consider own suitability for the job (SMI)



Should	Should not
give authentic information have proper values be nice to their fans do charity work	- mislead people - spread wrong information - buy" fake followers - sell fake products - hide disadvantages/ problems - speak foul language - include pornographic content

Figure 6. Student work excerpt C

The class response generated on the proper values and attitudes of SMIs in a lesson introducing the basic concept of work ethics

ii. Student intern

The attachment programme has enriched the student intern's English learning, particularly his speaking confidence and presentation skills, as wells as fostered his **self-reflective attitude** and **self-discovery** in various domains: **academic**, **character**, **career** and **social development** over the course of the programme. The qualitative data below clearly exhibited the intern's personal growth after the programme (see Figure 7 and Figure 8).



Figure 7. The student intern's presentation in the end-of-programme sharing

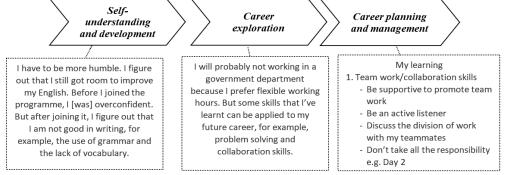


Figure 8. Excerpts of the student intern's self-reflection over his learning about self, career planning and generic/work-related skills in the Work Portfolio entries and the end-of-programme sharing

2. Curriculum level

The unit of work "Social Media Influencers" illustrates how career-related learning opportunities can be created in the English Language Education KLA. More importantly, the incorporation of the school-based materials has made the school's textbook-based S4 English Language curriculum more diversified and coherent. The infusion of the learning elements of the previous Workplace Communication elective module and LPE has made English learning and teaching more relevant to students, who have subsequently become more self- and career-aware. Such an organic integration of curriculum initiatives has in fact enabled the school to achieve the overall aims of optimisation -- catering for learner diversity and facilitating whole-person development. In addition to that, the school practices of offering the selected student an opportunity to participate in a career-related LWL activity and share his work experiences gained at school have successfully connected learning inside and outside the classroom, thus enriching and extending students' learning experiences. The school found this approach effective, as evident in a comment made by the school management from the end-of-programme school survey (see Figure 9):



The attachment programme provided the participants with valuable experiences that are different from those in typical school contexts, for example carrying out formal and professional interviews... The arrangement of having a learning component at school and a work component in the four-day placement made the whole programme more fruitful.

Figure 9. The student intern celebrated his achievements in the attachment programme with his school teacher and the LLSS Section Head.

Conclusion

Having gained knowledge about how to infuse Life Planning Education into the unit planning to diversify students' learning experiences, the S4 teachers in the subsequent school year (i.e. 2023/24) reviewed and refined the school-based materials developed for the classroom component of the thematic unit on SMIs at the pilot phase (2022/23) under the panel chairperson's strong curriculum leadership. Not only did the school team sustain the small-scale curriculum change initiated by the curriculum leader in the pilot phase (i.e. 2022/23), they also took forward the trial unit in full swing and implemented it in all S4 classes. They even extended the project by designing a creative writing task (i.e. preparing a promotional video script) for students to apply the persuasive language learnt in the unit to "experience" the job of being a social media influencer. To further enrich students' language learning experiences and support the career development and whole-person development, the team will keep exploring opportunities to offer their students experiential career-related LWL activities.

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3.9 Enhancing students' thinking skills and promoting media and information literacy

Background

Media and Information Literacy (MIL), a concept comprising media literacy, information literacy and information and communications technology skills (Journalism Education Foundation, 2022), is one of the focuses in values education stipulated in Values Education Curriculum Framework (Pilot Version) (2021), and should be reinforced among students across key stages. To be media literate, students should not only be able to search, select, communicate, use and create media and information, but also be able to understand, analyse and integrate them (Journalism Education Foundation, 2022). Since media is exerting influence on information consumers' perceptions and even behaviour, students should be equipped to evaluate and respond to media and information critically so that they can cautiously interact with the mass media and make informed decisions.

Participating in the Learning Community (LC) for English Language Teachers (Secondary) in 2023/24, the English Panel Head of St. Clare's Girls' School (the teacher hereafter) opened his one-hour pre-writing lesson demonstrating how to infuse MIL into an English classroom, using the school-based writing materials developed, to enhance S4 students' MIL.

Level

S4

Strategies used

The teacher adopted three strategies in the pre-writing English lesson to enhance S4 students' thinking skills and MIL.

1. Investigating an issue using multiple perspectives

Exploring a topic from different perspectives enables students to understand the issue more
holistically, critically examine and evaluate each stakeholder's viewpoints and develop their
own argument and counter-argument for their writing. The teacher provided S4 students with
different texts to understand the issue "plastic surgery" from six perspectives – historical
development, teenagers, teenagers' parents, a surgeon, a psychologist and advertisers (added

in 2023/24), serving as input to develop argument for the writing task – debate speech.

- 2. Deepening students' understanding through visual texts
 - Visual texts, which can be in the form of cartoons, advertisements, illustrations etc., convey meaning to the reader through images instead of words (Visual Literacy, n.d.). In addition to using a written text and online videos, the teacher provided S4 students with two relevant advertisements about plastic surgery to deepen their understanding about plastic surgery and critically examine how images and words work together to convey meaning to the target audience.

3. Nurturing students' critical literacy through thinking routines

Developed by the researchers at Project Zero, thinking routines are thinking tools helping students deepen their thinking and making their thinking "visible" to teachers (Harvard Graduate School of Education, 2022) – revealing their thoughts by drawing, writing, speaking, etc. (Ritchhart & Perkins, 2008). Thinking routines are also good tools to enable students to think in a systematic way. When students' ideas and questions are documented, they can see how their thinking and understanding are being developed (Harvard Graduate School of Education, 2022).

In the pre-writing lesson, the teacher deployed three thinking tools to make his students' thinking visible to him, classmates and students themselves:

Thinking tools	Purposes
Step Inside	To deepen students' understanding about plastic
	surgery from a particular stakeholder's perspective
See, Think, Wonder	To cultivate students' MIL through scrutinising and
	questioning visual texts
I used to think Now I think	To reflect on their attitudes towards plastic surgery

What happened

1. Before the lesson observation

Students were formed into four groups, and each group was assigned a text. Through the text assigned to them, students could understand more about the stakeholder's viewpoints on plastic surgery.

Perspectives/roles	Types of texts	Attitudes towards plastic
WAY COM VINT		surgery
Teenage girls	An online video	Positive
Parents of the teenage girls	An online video	Positive (but with some reservations)
A surgeon	An online video	Positive
A psychologist	An adapted written reading text	Neutral

2. During the open lesson

The one-hour pre-writing lesson aimed to achieve three objectives:

- i. To strengthen students' two reading strategies: summarising and making inferences;
- ii. To deepen students' understanding about the issue to be investigated (i.e. plastic surgery) from different stakeholders' perspectives; and
- iii. To nurture students' MIL and reflective ability.

The table below captures the details of the lesson.

Purposes of the activities	Lesson objectives addressed	Details
To activate students' prior knowledge	ii	 The teacher started the lesson by recapping with students what they had learnt in the previous two lessons: Vocabulary related to plastic surgery (e.g. rhinoplasty, breast augmentation) and The historical development of plastic surgery Students were asked to explain why people at different times underwent plastic surgery (e.g. non-beauty-related reasons such as slave's scar removal). The teacher conceptualised the shift of the reasons for undergoing plastic surgery from practical ones to the influence of media. Each student used Mentimeter to share two words that most capture their feelings after watching the assigned video or reading text. Some students were invited to explain the words shared on Mentimeter.
To deepen students' understanding about plastic surgery	ii	• Taking the role assigned and using the thinking routine "Step Inside", students discussed the answers to the three questions on the worksheet (see Figure 1) after watching a video or reading a text on the subject matter. They were then invited to present their ideas after group discussion.
		ow about, see or perceive the plastic surgery? What is your role in the plastic surgery industry?
		What are your emotional responses to plastic surgery?
	What is your pr	riority? What is important to you?
	Figure 1. Stu	idents using the thinking routine "Step Inside" to complete the worksheet

Purposes of the activities	Lesson objectives addressed	Details
To help students	i, ii & iii	• Each student used the thinking routine "See, Think, Wonder" to:
understand plastic surgery from the		See Summarise the commonalities of two advertisements about plastic surgery. Think Provide evidence to support what they saw
advertisers' perspective and cultivate their MIL		from the two advertisements. Wonder Ask follow-up questions after reading the two advertisements. • Students discussed the answers in groups and
		 Students discussed the answers in groups and shared their group answers on Padlet. The teacher guided students to think about the gender stereotypes presented by the advertisements (e.g. the use of female models and male surgeons). Through questioning, students made inferences: How the images were presented (e.g. hands on the frontal part and cheek) Why certain phrases were used (e.g. Band Aid Facelift, natural identity) What a client's quote on the advertisement
		 suggested. The teacher concluded that advertisers used different strategies to convince the readers to use the service.
To help students reflect on proper values	iii	 Students were asked to answer the questions below: Which perspective (i.e. the interviews with teenage girl and her parent, the surgeon's viewpoint and the psychologist's viewpoint) represents the commercial perspective?
		 Have you changed your attitudes towards plastic surgery? Would you consider undergoing plastic surgery in the future? Why or why not? Do you think one's beauty, excellence and perfection should be judged by one's appearance? If not, what
	Var have	is beauty in your opinion?Do you think advertisements about plastic surgery should be banned? Why or why not?
To promote MIL through an extended task		 The teacher asked students what strategies they would use to create a poster discouraging the readers from undergoing plastic surgery. Students suggested using quotes.

Impact

The observed lesson and the subsequent discussion which included the teacher's self-reflection and professional dialogue among the participants (see Figure 2) revealed a positive impact on both students' learning and teachers' professional development.



Figure 2. Teacher participants conducting professional dialogue during the post-lesson observation conference

1. Teacher level

The open lesson enhanced the teacher's pedagogical knowledge, skills and strategies for conducting English lessons. He used tools such as Mentimeter and thinking routines that were not used before. Since the thinking routine "Step Inside" was initially a challenge to him, the teacher spent some time doing research on how to use it, encouraging him to use Van Gogh's painting in the lesson to help students understand how to use "Step Inside". Additionally, through professional exchange with the participating teachers, he learnt how to use Padlet more effectively to enhance students' learning.

The open lesson benefitted the participating teachers, too. They observed how to use thinking routines and indicated afterwards that they would use them in lessons. Those teachers were also inspired by how the teacher asked thought-provoking follow-up questions to prompt students' further responses and reflections. Additionally, they gained a better understanding of infusing MIL into English lessons through adopting controversial issues that are motivating to students, and using advertisements to raise students' awareness of strategies used in those texts.

2. Student level

Students engaged in the lesson, and showcased their language and thinking skills. They grasped the opportunities to participate in group discussion, report, and present ideas in English. As observed by the participating teachers, students were able to summarise ideas from the texts assigned to them and extracted evidence from the texts to support their ideas. More importantly, under the teacher's guidance, students questioned the gender stereotypes presented in the advertisements. They inferred and critically evaluated the messages conveyed by analysing the images and referring to the expressions and quotes used in the advertisements.

Furthermore, students showed their own judgment about plastic surgery, as well as their proper values and attitudes. One student shared her opinions near the end of the lesson:

	1
Questions	The student's responses (edited)
Would you consider	I choose not to undergo plastic surgery in the future
undergoing plastic surgery	because I don't think it's worth the money. And we
in the future? Why or why	were all born special, so we should learn to love our
not?	natural self and should learn not to live up to people's
	standard

Do you think one's beauty,	We should not be judged by appearance because	
excellence and perfection	though when we meet people for the first time, we	
should be judged by one's	will see their appearance first. But afterwards, what	
appearance? If not, what is	matter are the inner beauty, our personalities and	
beauty in your opinion?	behaviours we have in our life.	
Do you think advertisements	Advertisements should not be banned because we all	
about plastic surgery should be have our own choices and some people do want to		
banned? Why or why not?	conduct plastic surgeries to change their	
	appearance	

All in all, the feedback on the open lesson from the participating teachers was positive. Teachers' professional development was fostered, and students' engagement, skills and proper values and attitudes, including MIL, were demonstrated.

Way forward and conclusion

In addition to enhancing students' English proficiency, English Language teachers are playing a vital role in enhancing students' thinking skills and MIL. Seeing its importance, the teacher will make further effort in cultivating students' MIL in the school English Language curriculum. In 2024/25, the teacher and his team will continue cultivating S4 students' MIL at the pre-writing stage. Additionally, they intend to nurture S3 students' MIL by guiding them to evaluate the reliability of websites.

To infuse MIL into the school's English learning and teaching, English Language teachers can make use of authentic materials such as short movies, advertisements, posters and social media for students to analyse and critically evaluate the content and message conveyed in them. For example, through media products, students can learn how visuals, figures, and choice of words etc., can influence the perception and behaviour of the readers, and the writers' or creator's attitudes towards the issue they are investigating. English Language teachers can establish students' habit of using thinking routines, which not only enable students to deepen their understanding about the issue being investigated, but also to actively engage in the thinking process and reflect on their learning.

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3.10 Enriching English learning with values education and life planning through promoting self-directed learning and co-curricular activities

Background

South Tuen Mun Government Secondary School has embraced the opportunity to optimise the senior secondary core subjects by utilising the released lesson time to introduce the English Learning Activities (ELA) Programme for S5 students. This programme provided students with valuable opportunities to integrate English learning with values education and life planning. It aimed to enhance students' interest and confidence in using English while fostering their learning-to-learn skills. Students actively engaged in self-directed learning (SDL) and participated in various activities, including discussions and presentations, in the programme. Furthermore, co-curricular activities were included to enhance the overall learning experience of students. The ultimate goal of this programme was to equip students with the necessary skills and mindset for the future, nurturing them as lifelong learners.

Level

S5

Strategies used

The ELA Programme design employed the following strategies:

1. Using SDL to extend student learning beyond lesson time

The first strategy employed is to extend student learning beyond the confines of traditional lesson time through the implementation of SDL. According to the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)*, learning is most effective when students play an active role in the learning process and take charge of their own learning. By empowering students to set their own learning goals, identify relevant resources, and engage in self-paced learning activities, they were encouraged to delve deeper into English language learning beyond the classroom, fostering a love for lifelong learning.

2. Organising co-curricular activities to enrich students' English learning experiences

Another strategy employed is to organise co-curricular activities aimed at enriching students' English learning experiences. Language learning taking place beyond the classroom can provide relevant, pleasurable and meaningful learning experiences for students. This programme provided students with opportunities to utilise English outside the classroom and enhanced their motivation to learn the language. The integration of co-curricular activities and English learning not only enhanced students' English language proficiency but also cultivated important life skills and values, such as leadership, empathy, and responsibility. This strategy enhanced the learning experience and engagement of students in English language learning.

What happened

An overview of the ELA Programme

As an optimising measure at the senior secondary level, the ELA Programme was made possible by having one English lesson reduced at S5. With one lesson per week conducted by the class English teacher, the programme provides students with English language learning opportunities conducted beyond the traditional classroom environment.

The programme aims to:

- foster students' whole-person development through infusing values education and Life Planning Education into English learning;
- develop students' self-directed learning skills for lifelong learning;
- motivate students to take part in active learning through engaging activities and tasks, e.g. discussion and presentation; and
- integrate co-curricular activities to provide students with meaningful learning experiences.

From classroom learning to SDL

In planning the ELA lessons for the first term, four topics were selected from the skills books used by the school and aligned with the SDL themes and target values and attitudes.

Topics in skills books	SDL themes	Values and attitudes
Hong Kong Street Food	Preservation of culture	• A sense of unity and
		belonging
Zero waste	Environmental protection	• Responsibility
Poverty care	Overcoming adversity in life	Benevolence
		• Perseverance
The Bully	Facing challenges	• Empathy
		 Respect for others

In the ELA lessons, other than the materials such as reading texts in the skills books, YouTube videos were incorporated, prompting students to discuss positive values and attitudes. Under the SDL theme of "Overcoming adversity in life", additional resources produced by the Education Bureau were utilised, specifically "Promoting Positive Values and Attitudes through English Sayings of Wisdom (SOW) - Resource Kit on Inspirational Speeches" (see Figure 1). One of the featured speeches by Nick Vujicic, accompanied by the SOW "It's not the end until you've given up," was shared with the students. The objective was for students to learn positive values such as benevolence and perseverance and develop their public speaking skills.



Figure 1. Resource Kit on Inspirational Speeches

The resource kit provided various suggested activities. Students listened to and read Nick's speech, identified key ideas within paragraphs, analysed the quotes from the speech, and wrote a message to a family member or friend facing similar emotional problems or experiencing depression. All the resources and materials used in the lessons served as examples, demonstrating to students how they could effectively utilise a variety of resources in their SDL.

In the second term, another four topics were selected from the skills books and integrated with SDL themes. However, the main focus was on life planning, aiming to broaden students' understanding of various professions. To achieve this, teachers incorporated relevant job-related YouTube videos into the lessons, prompting students to explore different job nature and opportunities. Specifically, students delved into working at museums, the fashion industry, pursuing a career as an artist, and jobs involving working with disabled people. Through group discussions, they shared their findings about these occupations and reflected on their suitability and interest in pursuing them. The lessons allowed students to engage in meaningful exploration and self-reflection, fostering their career awareness and aspirations.

Topics in skills books	SDL themes	Related jobs (Examples)
Hong Kong heritage	Working at a museum	Conservator
		Tour guide
	o statement	Curator
ALL HEAT	4-22-4	Building management
Sustainable fashion	Fashion industry	• Fashion designer
	y all	Fashion buyer
		Fashion photographer
AND LANGE		Fashion marketing
712443169		Boutique owner
Art education	Career as an artist	Professional artist
		• Illustrator
	210	Photographer
	Halle	Animator
		Graphic designer
Blindness	Jobs involving working with	Special education teacher
MARIO L	disabled people	Rehabilitation specialist
		Social worker
		Home health aide

After the demonstration of using the available resources and materials in the lessons by the teachers, students took charge of planning, implementing, and evaluating their own learning in the SDL projects. The projects involved four key steps (see Figure 2). Firstly, students set their own learning goals, such as which language skills and enabling skills they would focus on and which topics they were particularly interested in. Next, they planned their learning by identifying resources and

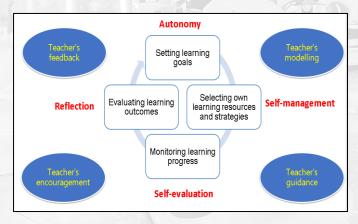


Figure 2. Developing students' SDL capabilities

strategies. During the learning process, students managed their learning time and pace while maintaining their individual learning logs. Finally, students reflected on their learning, considering aspects such as values and attitudes in the first term, personal qualities and career aspirations in the second term. Throughout the SDL process, teachers played a crucial role in providing guidance and feedback. They also created a supportive environment that fostered students' SDL capabilities and motivation in English language learning.

Organising co-curricular activities

In addition to SDL, the ELA Programme also focused on enriching students' language learning experiences through co-curricular activities. Teachers aimed to create a language-rich environment and provide enjoyable opportunities for students to use English outside of the classroom.

During the first term, students participated in a class activity where they wrote and presented motivational talks. Using the Resource Kit on Inspirational Speeches, they selected positive values and attitudes to discuss, sharing personal experiences or events in a video format. This activity aimed to develop their presentation skills and promote values education.

Students then moved onto co-curricular activities, which offered a different kind of learning experience that allowed them to explore their interests and passions beyond the traditional classroom setting. Selected students participated in the school's Public Speaking Contest (see Figure 3), where they not only developed and honed their presentation skills but also gained confidence in speaking in front of others.



Figure 3. Public Speaking Contest

In the second term, S5 students took on the role of career and life planning (CLP) ambassadors. These ambassadors were trained to assist S3 students in developing decision-making skills related to subject choices for senior secondary education and future career paths. Through various activities, the CLP ambassadors not only helped their peers make informed decisions but also developed their leadership qualities and communication skills.

The CLP activities (see Figure 4) involved S5 students explaining the purpose of the activities to S3 students. The activities included assessing individual's an personality traits across six categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. S3 students sorted cards based on their interests and abilities and completed activity sheets. The S5 students then helped interpret the results, and explained the meaning of each category and how the results were related to potential study and career paths.

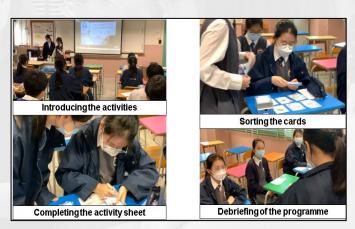


Figure 4. Career and life planning activities

Furthermore, S5 students were involved in organising the Week of Positivity during the post-exam period. The theme of "Leading a Positive Life" was promoted to all students. This event aimed to inspire students to reflect on their lives, appreciate the good things, and spread positivity around them.

During the Week of Positivity, students actively participated in a varied range of activities aimed at cultivating a positive mindset. In these activities, students created posters that promoted positivity, read messages about leading a positive life, showcased songs that conveyed uplifting messages, engaged in a word search activity to discover words related to positive values, and watched inspirational videos and engaged in discussions about how to foster their own positive lives.

These co-curricular activities provided students with valuable opportunities to enhance their English learning experiences, develop important skills, foster positive values, and explore their personal and career interests.

Impact

Positive values and attitudes fostered

The impact of the programme on fostering students' positive values and attitudes was significant, as the SDL-related activities provided students with valuable opportunities to engage in discussions about the target values and attitudes. During lessons, students actively expressed their views on the values they had learnt. Furthermore, they reflected on their own experiences and shared what they had gained from reading texts and videos. This not only deepened their understanding of and empathy for positive values but also enhanced their ability to articulate their thoughts effectively. Examples of students' reflections on values and attitudes in their SDL work are shown below.

Topics	Materials	Reflections on values and	Annotations
	read/viewed	attitudes	(The values and attitudes reflected in
		(Unedited student work)	the student's statement)
The	Protect	I have learnt that bullying	Courage: The student
Bully	Yourself Rules	can be a lot more	acknowledges the need to stand
	- Bullying	complicated, for example, in	up against bullying and
	(YouTube	school, my schoolmates or	emphasises the importance of
الدروا	video)	classmates may threaten or	taking appropriate actions in the
		punch me, I should not be	face of threats or violence.
		that weak, I should say no	Empathy: The intention to help
		and report it to the teachers.	victims of bullying shows
-///		If I see other bullying cases	empathy and a willingness to
		at school, I will give the	support peers who are
-1-/-		victims a hand.	experiencing difficulties.
Zero	Japan's Town	I have learnt that the	• Environmental responsibility: The
waste	with No Waste	awareness of environmental	student acknowledges the
	(YouTube	protection is very high in	importance of protecting the
	video)	small towns in Japan and	environment, indicating a sense of

the rate of recycling is		duty towards ecological
higher than in other		sustainability.
countries. I think it is	•	Concern for future generations:
important to raise people's		The student's concern for future
awareness of environmental		generations indicates that they
protection because if we do		value sustainability and the well-
not do so, our future		being of others beyond their
generations will suffer a lot.		immediate context.

Life planning horizons expanded

Another notable impact of the programme was in the area of life planning and career exploration. Through various activities, students gained insights into different fields and the importance of planning for their future. They learnt to consider their study and career paths, which increased their motivation for learning and setting life goals. This aspect of the programme empowered students to take charge of their own future and make informed decisions about their education and career paths. The following are excerpts from interviews conducted with two students, discussing their experiences and growth after the CLP activities.

Interviewees	Excerpts from interviews (Unedited interview transcriptions)
An S5 student	Through playing the career card game with S3 students, I saw how
leading the CLP	exploring their passions and interests can inform future career
activities	decisions. I'm so proud to have helped guide students towards success
	by fostering their personal growth and development as the head
	ambassador of Career and Life Planning Team.
An S3 student taking	In this activity, I learn more about myself and it helps me ensure what
part in the CLP	subject and job is more suitable for me and what subject I can choose.
activities	

SDL capabilities enhanced

Additionally, the programme equipped students with SDL capabilities, preparing them for lifelong learning. By engaging in the SDL process, students became more independent, taking responsibility for their own learning journey. This not only enhanced their academic abilities but also equipped them with the necessary skills to continue learning beyond the classroom.

Language skills developed

The programme also had a positive impact on students' receptive skills by offering them abundant reading and viewing materials throughout the units. Additionally, it provided ample opportunities for students to engage in discussions, presentations, and various activities that effectively trained their speaking and presentation abilities. Actively participating in class discussions, class-based motivational talks, Public Speaking Contests, CLP activities, and the activities during the Week of Positivity all played a significant role in fostering the development of their speaking skills. Consequently, students experienced remarkable improvement in their confidence when speaking in front of others.

Conclusion

In conclusion, the programme had a multifaceted impact on students. It fostered discussions on positive values, facilitated life planning and career exploration, developed SDL capabilities, and enhanced students' speaking skills and confidence. These outcomes not only enriched their English language learning but also equipped them with valuable skills for personal and academic growth.

Furthermore, the reflections gathered from students highlighted the importance of exposing them to a wide range of learning experiences, such as reading and viewing, discussions, presentations, self-directed learning, and English learning activities beyond the classroom. By providing diverse opportunities, we can enrich their learning journey and equip them with the necessary skills and knowledge to thrive in the future.

The success of the programme can be attributed to several facilitating factors. The presence of a supportive principal, willing to promote and embrace new initiatives, played a crucial role. Equally significant was the collaborative effort among the core teachers of the project, the English panel heads and the English teacher, who also served as the deputy-in-charge of the Career and Life Planning Education at the school, and the language support officer to identify and seize opportunities for integrating values education and Life Planning Education into English language learning. The enthusiasm demonstrated by the core teachers further fuelled the development of the programme. Their commitment and leadership were instrumental in driving the programme forward and ensuring its effectiveness in promoting positive values and life planning among students.

Looking ahead, a review of the school English Language curriculum will be conducted, aiming to integrate different curriculum initiatives with English learning and optimise learning opportunities. The way forward includes the integration of national security education into the S4 ELA Programme, alongside values education and life planning in S5. The programme will foster the development of well-rounded students ready to face the challenges of the future.

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