

**Annual Sharing 2023**

Language Learning  
Support Section,  
EDB

Exploratory journeys in  
Chinese and English language learning:  
To explore, discover and appreciate

**Optimising the learning and  
teaching of integrated skills  
within and beyond the classroom**

Shun Tak Fraternal Association Seaward Woo College  
Ms Crystal Kwok, English Panel Head  
Mr Donald Yiu, English Teacher

## School background

### Location

- Perth Street, Ho Man Tin

### School's major concerns (2021/22)

- To enhance teaching effectiveness through **holistic curriculum planning and implementation**
- To nurture **good citizenship, empathy and law-abidingness**

### Lesson time released in response to optimisation

- Lesson time was released in S4 in 2021/22 to cater for students' learning abilities.

## English Panel

S

- Teachers accumulated some experience in refining the **reading and writing curricular**.

W

- Students' performance in **HKDSE English Language Paper 3** was not as satisfactory as expected.
- The learning and teaching of **integrated skills** was textbook-bound and exam-oriented.

O

- **Optimisation of the senior secondary curriculum** provided an opportunity to review and refine the English Language curriculum.
- The **change of textbooks** provided impetus for developing school-based learning and teaching materials.

T

- Students were seldom engaged in **collaborative or life-wide learning activities** because of the COVID-19 pandemic.

## Optimisation

## Objectives and strategies adopted

### To review and refine the English Language curriculum

- **Reviewing** the learning and teaching elements of integrated skills
- Incorporating the learning and teaching of **integrated skills** into each module
- Integrating the previous **Elective Part** into the Compulsory Part

### To cater for students' diverse needs

- Fostering the **academic use of English**
- Fostering the **creative use of English**
- Promoting **Language across the Curriculum**
- Engaging students in **life-wide learning activities**

### To broaden students' learning experiences

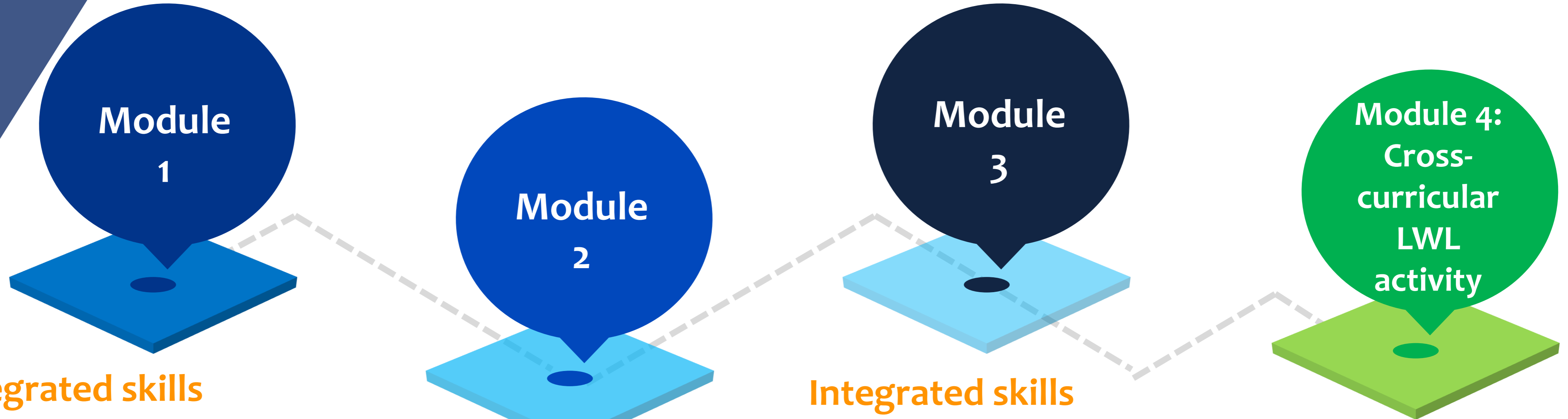
- Fostering **cross-curricular collaboration**
- Making use of **learning time beyond the classroom**

### To foster students' whole-person development

- Using **community resources** to foster positive values
- Engaging students in **collaborative and interactive tasks**

# Development of integrated skills in S4

## Timeline



### Integrated skills

- Understanding the scenario
- Understanding the task requirements
- Understanding instructional language

### Integrated skills

- Locating relevant information
- Presenting information – using cohesive devices for different purposes
- Presenting information – paraphrasing (synonyms and word forms)

### Integrated skills

- Presenting information – paraphrasing (tones and styles)

### Integrated skills

- Presenting information – describing statistical data and trends

### Cross-curricular LWL activity

- Kowloon City Adventure

### Language arts

- Poems

# Strategies

- Reviewing the learning and teaching elements of integrated skills
- Incorporating the learning and teaching of integrated skills into each module
- Integrating the previous Elective Part into the Compulsory Part

To review and refine the English Language curriculum

S4 Scheme of Work						
Cycles	Reading	Writing	Listening and Integrated Skills	Speaking	Extension Components	Grammar & Usage
<b>Module 1: Study, School Life and Work</b>						
Cycle 2 to 7 (13/9 - 17/11)	<p><b>Unit 1</b> <b>Short texts</b> Text 1: Play the wrong tune in an exam Text 2: How to succeed Text 3: The colour run Text 4: Private tuition Text 5: Sara lee</p> <p><b>Reading skills</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Thematic questions</li> <li>• Identifying               <ul style="list-style-type: none"> <li>- text types</li> <li>- target audience</li> <li>- purpose of writing</li> <li>- style of the text</li> </ul> </li> </ul> <p><b>Exam Practice</b> Part A: For South Korea students, there aren't enough hours in the day Part B1: New day, new horizons Part B2: Old student, new beginnings</p> <p><b>HKDSE Past Papers</b> 2012 A: Game boys get</p>	<p><b>Descriptive writing</b> <b>Text types</b> 1. informal emails (p.30) 2. Blog entry (p.32)</p> <p><b>Writing Skills</b> Planning and outlining a piece of writing (using graphic organizers)</p> <p><b>HKDSE Past Papers</b> 2013 Paper 2A Photo exhibition 'My memories'</p> <p>2019 Paper 2A Year Book</p> <p>2021 Paper 2B A security guard on duty at night</p> <p><b>Writing tasks</b> 1. Short task: Informal email about a school hero (Describing</p>	<p><b>Unit 1: Student life is golden</b></p> <ul style="list-style-type: none"> <li>• Integrated skills:               <ul style="list-style-type: none"> <li>- taking notes</li> <li>- listening for keywords</li> <li>- skimming the Data File</li> <li>- scanning for specific information (e.g. names, dates, times, places)</li> <li>- understanding the task requirements</li> </ul> </li> </ul> <p><b>School-based materials</b></p> <ul style="list-style-type: none"> <li>• List of common instructional/directive words in the Data File</li> </ul> <p><b>Exam Practice</b> Part A Part B1 Task 5: Funding application Task 6: Email (formal) Task 7: Blog Post (informal) Part B2 Task 8: Email of invitation Task 9: Newsletter announcement Task 10: Script for welcome speech</p> <p><b>Language focus:</b></p>	<p><b>Turning taking</b> 1. Starting a discussion 2. Giving suggestions with elaboration (General skill: PPT &amp; WS)</p> <p><b>School-based materials</b> School Activity</p> <p><b>Internal Exam past paper</b> School bullying</p> <p><b>HKDSE Past Papers</b> 2013 1.1 YouSchool?</p>	<p><b>Learning English through Poems and Songs</b> Understanding moods and feeling in poems</p> <p><b>Learning English through Short Story</b> Writing a reflective essay on the SOW story "Every cloud has a silver lining" (values education)</p>	<p><b>Grammar</b> Unit 1 Tenses Unit 8 Agreement</p> <p><b>Grammar Quiz</b></p> <p><b>Sentence Patterns</b> 1. Subject + Verb + Object + verb (phrase) 2. It is adj. to-infinitive + adj.+ adverbial phrase of time</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Subjects</li> <li>• school life and activities (School-based materials)</li> </ul>

# Strategies

Within the classroom

## Understanding the task requirements and instructional language

- Incorporating the learning and teaching of **integrated skills** into each module
- Fostering the **academic use of English**

### Module 1

List of common instructional / directive words in the Data File

(1) Telling the candidate requirements about the writing task

Instructional / directive words	meaning	Requirements about ...	Example(s)	from
address		Purpose	Can you email her to <b>address</b> her questions and concerns to help persuade her to grant our request?	2015 B2
cover		Purpose	... which <b>covers</b> the problems the museum has been having ...	2016 B2
encourage				
introduce				
persuade				
reply to				

Academic English: instructional verbs

To review and refine the English Language curriculum

To cater for students' diverse needs

#### What to include:

- Number the requirements that you need to look for information for in the DF.

In the 'Describe the nominee' section, I'd <sup>1</sup>focus on Sara's character, maybe even <sup>2</sup>comparing her physical size with her personality. <sup>3</sup>Mention some positive traits. In the 'background' section, <sup>4</sup>say how she started giving advice, and also <sup>5</sup>discuss when her column started. Everything you need can be found in Sara's social media bio and the interview with her.

#### Hint box:

Pay attention to the following key words telling you what you need to include in this task:

- 'focus on'
- 'mention'
- 'say'
- 'discuss'

## Strategies

- Incorporating the learning and teaching of **integrated skills** into each module

To review and refine the English Language curriculum

To cater for students' diverse needs

Within the classroom

## Locating relevant information

Using 'hint boxes' to cater for students' learning needs

### Module 2

SW: And did the studying pay off? (5)

WF: I'd say so. I received scores of 5\*\* in all four of my core subjects in the HKDSE. My parents were over the moon.

SW: So, you made them proud.

WF: Well, I did. But then I shocked them by deciding to postpone university for a year.

SW: Ah, you took a year off between secondary school and university? (6)

WF: I did, yes. That was because I wanted to play e-sports professionally. I was already getting recognition for playing games like Counter-Strike. (7)

SW: Ah yes, that game is your speciality, isn't it? And how is your relationship with your parents now?

WF: It's quite good, actually. Now they understand my passion, and understand the benefits of e-sports. Just like with real sports, e-sports encourage teamwork. Plus, you can form close

\*\* Only underline Wilson's educational achievement.

\*\* Only underline the phrases about Wilson's decision about university and his purpose.

\*\* What does 'that game' refer to?

\*\* Do you need to mention his relationship with his parents NOW?



# Strategies

Within the classroom

## Presenting information – paraphrasing (synonyms and word forms)

- Incorporating the learning and teaching of **integrated skills** into each module
- Fostering the **academic use of English**

Module 2

Academic English: synonyms and word forms

Designing tasks of different levels of difficulty to cater for students' learning needs

To review and refine the English Language curriculum

To cater for students' diverse needs

### Using synonyms

Complete the following table with the synonyms that you can think of. One has been done for you as an example.

Original word	Synonyms		
1. beautiful	<i>pretty</i>	<i>good-looking</i>	<i>breath-taking</i>
2. sick			
3. advantages			
4. disadvantages			
5. convince			
6. opinions			

\*Please note that synonyms may not be able to replace the original word in different contexts.

### Changing word form

Complete the following table with different parts of speech. One has been done for you as an example.

Original word	Different parts of speech			
1. regret (v. / n.)	<i>regretful</i>	<i>(adj.)</i>		
2. severity (n.)		<i>(adj.)</i>	<i>(adv.)</i>	
3. responsibility (n.)		<i>(adj.)</i>	<i>(adv.)</i>	
4. apologise (v.)		<i>(n.)</i>	<i>(adj.)</i>	<i>(adv.)</i>
5. preference (n.)		<i>(v.)</i>	<i>(adj.)</i>	<i>(adv.)</i>
6. ill (adj.)		<i>(n.)</i>		

### Practice 1:

- Paraphrase the following sentences by completing the blanks using synonyms or different parts of speech.

- The rest of the group will guess what the lie is.  
→ *Everyone* \_\_\_\_\_ *will guess what the lie is.*
- Each person will give a presentation for two minutes.  
→ *Each person will give a* \_\_\_\_\_ *presentation.*
- I don't know the reason for their arguments.  
→ *I don't know* \_\_\_\_\_ *they* \_\_\_\_\_.

### Practice 2:

- Your teacher asked you to read a news report and summarise it **using your own words**. Fill in each blank with one word with reference to the clues in the news report. One has been done for you as an example.

**Serial Housebreaker Sentenced to 4½ YEARS** 12 hrs ago

A serial housebreaker has been jailed for four years and six months. Lau Wing Tai, 37, who pleaded guilty at the District Court to three counts of burglary, broke into 30 housing estate flats between 23 November and 20 December last year. The court was told that Lau, having gained access through windows while occupants were sleeping, had entered 29 flats and stolen cash. He had also entered a flat in Hung Hom with a key he had found under a doormat and stolen some jewellery. Though he pleaded guilty, Lau showed little regret and refused to apologize to the victims. 'It's their responsibility to safeguard their homes from crime,' he added. Due to the severity of Lau's habitual housebreaking activities, he was sentenced to four and a half years in prison with no probation.

(Adapted from G&U p.85)

A (1) **thirty-seven-year-old** man called Lau Wing Tai has been jailed for four years and a (2) \_\_\_\_\_. He (3) \_\_\_\_\_ to breaking into 30 housing estate flats (4) \_\_\_\_\_ 23 November \_\_\_\_\_ 20 December last year. Lau (5) \_\_\_\_\_ into these flats through the windows, or with a key under a doormat.

He pleaded guilty, (6) \_\_\_\_\_ he did not feel (7) \_\_\_\_\_. He also refused to say (8) \_\_\_\_\_ to the victims. He said the victims should be (9) \_\_\_\_\_ for taking care of their homes.

# Strategies

Within the classroom

- Incorporating the learning and teaching of **integrated skills** into each module
- Fostering the **academic use of English**

To review and refine the English Language curriculum

To cater for students' diverse needs

## Presenting information – paraphrasing (tones and styles)

Academic English: tones and styles

### Module 3

#### 3. Paraphrasing

- To set the right tone and show the awareness of text type and audience, we need to paraphrase.
- Very often, we have to change the informal phrases in the DF into formal phrases.

Exercise Three:

- Paraphrase the underlined informal phrases / instructions using formal language.

Informal phrases / instructions in the DF	Formal language
e.g. " <u>ask for their permission to ...</u> "	"I would like to <u>request your permission to ...</u> "
1. "... <u>give them updates</u> "	"
2. " <u>about our booking</u> "	" our booking"
3. " <u>ask them to confirm the details about ...</u> "	"I would like to _____ the details about ..."
4. "...1.5 hours <u>before the event begins</u> "	"...one and a half hours _____ the beginning of the event"
5. " <u>Ask them to prepare 400 chairs for us</u> "	"We would be _____ if you could _____ 400 chairs."

# Strategies

Within the classroom

## Presenting information – describing statistical data and trends

- Incorporating the learning and teaching of **integrated skills** into each module
- Fostering the **academic use of English**

To review and refine the English Language curriculum

To cater for students' diverse needs

### Module 4

#### Describing statistics

Describing statistics is a basic academic writing skill. Findings can be presented in percentages, fractions or other expressions.

##### I. Language for Describing Percentages and Fractions



one fifth (1/5)



slightly over one fifth



a quarter



one third

Percentage	Expressions
90%	a vast majority
73%	a significant majority / approximately three quarters
66%	a large proportion / around two thirds
60%	well over half
35%	just over a third

#### Academic English: statistical data and trends

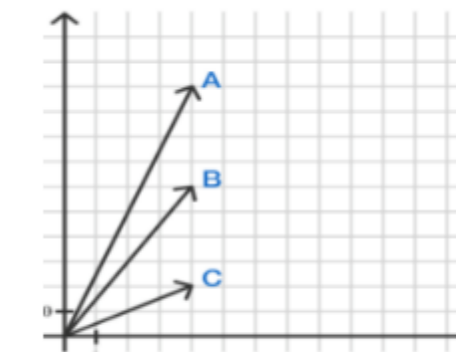
#### Describing trends



**Moving Up**  
soar / rocket / surge / leap / jump / climb / grow / rise / go up / increase



**Moving Down**  
go down / decrease / decline / drop / fall / sink / plummet / plunge



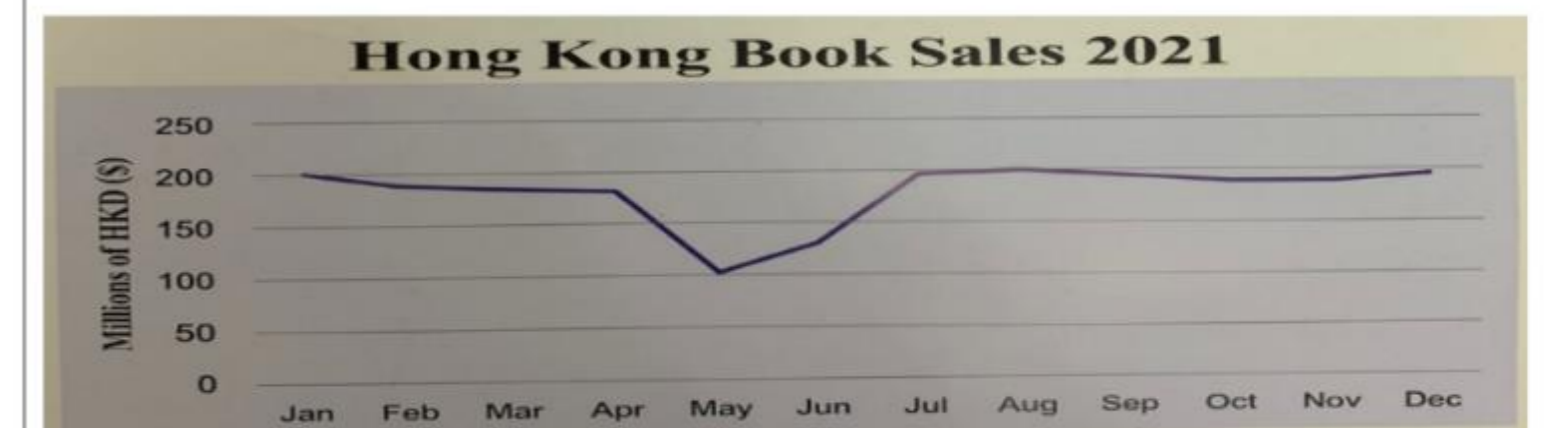
##### Degree and Speed of Change

A: drastically / sharply / rapidly

B: gradually / moderately / steadily

C: slowly / mildly / slightly

Example



In January 2021, book sales were about **HK\$200 million**. Over the next three months, sales **declined gradually**. In May, sales **dropped** to HK\$100 million. From June to July, sales almost doubled, **rising drastically** from HK\$100 million to HK\$198 million. From August to December, sales **remained stable** at around HK\$190 million.

## Strategies

Beyond the classroom

- Engaging students in **life-wide learning activities**
- Making use of **learning time beyond the classroom**

To cater for students' diverse needs

To broaden students' learning experiences

Enabling students to learn content knowledge and apply integrated skills in a cross-curricular life-wide learning activity

Module 4

## Kowloon City Adventure



A cultural tour to **explore (考察)**, **discover (發現)** knowledge about and **care for (感悟)** the neighbourhood of the school

Enable  
(促進)

Enrich  
(擴闊)

Extend  
(延伸)

## Strategies

Beyond the  
classroom

- Engaging students in **life-wide learning activities**
- Making use of **learning time beyond the classroom**

To cater for students' diverse needs

To broaden students' learning experiences

Performing different tasks  
on an app for outdoor learning



**EduVenture X**

**Six checkpoints:**

1. Kowloon Walled City Park
2. Hau Wong Temple
3. Stone Houses Family Garden
4. Tai Wo Tang Café
5. Chiu Chow Hop Shing Dessert
6. Kai Tak Road and Sa Po Road

Making use of e-learning to enable  
students to learn at their own pace

## Strategies

Beyond the classroom

- Engaging students in **life-wide learning activities**
- Making use of **learning time beyond the classroom**

To cater for students' diverse needs

To broaden students' learning experiences

## Performing authentic tasks

### Tai Wo Tang Café

☰ Introduction to Tai Wo Tang Café  
Read the introduction to Tai Wo Tang Café on the pillar outside the café.

❓ Q1 Read the introduction to Tai Wo Tang Café. How much did Dr Chung Bak Ming charge the poor?

❓ Q2 What are the historical and prominent parts of décor that have been preserved by Tai Wo Tang Café?

### Hau Wong Temple

☰ Read the introduction to Hau Wong Temple outside the temple.

Q1 In which year was Hau Wong Temple declared a monument?

📷 Q4 Take a selfie of one of the stone inscriptions in the Temple.

❓ Opinion  
What do you like about Hau Wong Temple?

Designing tasks that cater for students' learning interests and styles

Reading authentic information texts and answering a variety of questions

# Performing authentic tasks

Beyond the classroom

## Chiu Chow Hop Shing Dessert

### Strategies

- Engaging students in collaborative and interactive tasks

To foster students' whole-person development

In which year was the shop opened? (You have to ask the shop owner.)

A. 1958

B. 1955

C. 1948

D. 1935

Interviewing the shop owner

Write your food review in English. (50 words)

Rating



I would rate this attraction ( ??? ) points. (0: the worst; 10: the best)

Writing a food review

Students working in groups

Collaboration and communication skills

## Strategies

Beyond the  
classroom

- Fostering **cross-curricular collaboration**
- Promoting **Language across the Curriculum**

To broaden students' learning experiences

To cater for students' diverse needs

Learning content knowledge

Geography teacher  
(Mr Fung)

“In Kowloon City, **mixed land use** is very common. We can see many buildings with shops on the ground floor and **residential apartments** on the upper floors. In fact, **the shop-lined street** is a distinctive feature in Kowloon City.”

“An **urban renewal project** will be carried out in the area bounded by **Kai Tak Road and Sha Po Road**. The objective of the project is to improve the living environment. Buildings as old as 40 to 50 years old will be demolished. Then buildings as high as 29 storeys will be built. In addition, an **underground pedestrian tunnel**, an **underground public vehicle park** and an **underground shopping street** will be constructed.”

Learning about Kowloon City  
and urban renewal



## Strategies

Beyond the  
classroom

- Promoting **Language across the Curriculum**
- Using **community resources** to foster positive values

To cater for students' diverse needs

To foster students' whole-person development

Learning content knowledge

Geography teacher  
(Mr Fung)

“First, **who will benefit** from the redevelopment and **how will they benefit?** Second, **who will suffer** because of the redevelopment and **how will they suffer?** ”

“Last, to most Hong Kong people, Kowloon City is famous for its various kinds of restaurants and delicious food. What will happen to this **distinctive feature** after the redevelopment project? **Will it be lost?**”

Empathy and care  
for the community

Reflecting on the impact  
brought by urban renewal

# Strategies

Beyond the classroom

## Performing subject-specific tasks

- Promoting **Language across the Curriculum**
- Using **community resources** to foster positive values

To cater for students' diverse needs

To foster students' whole-person development

### Applying content knowledge

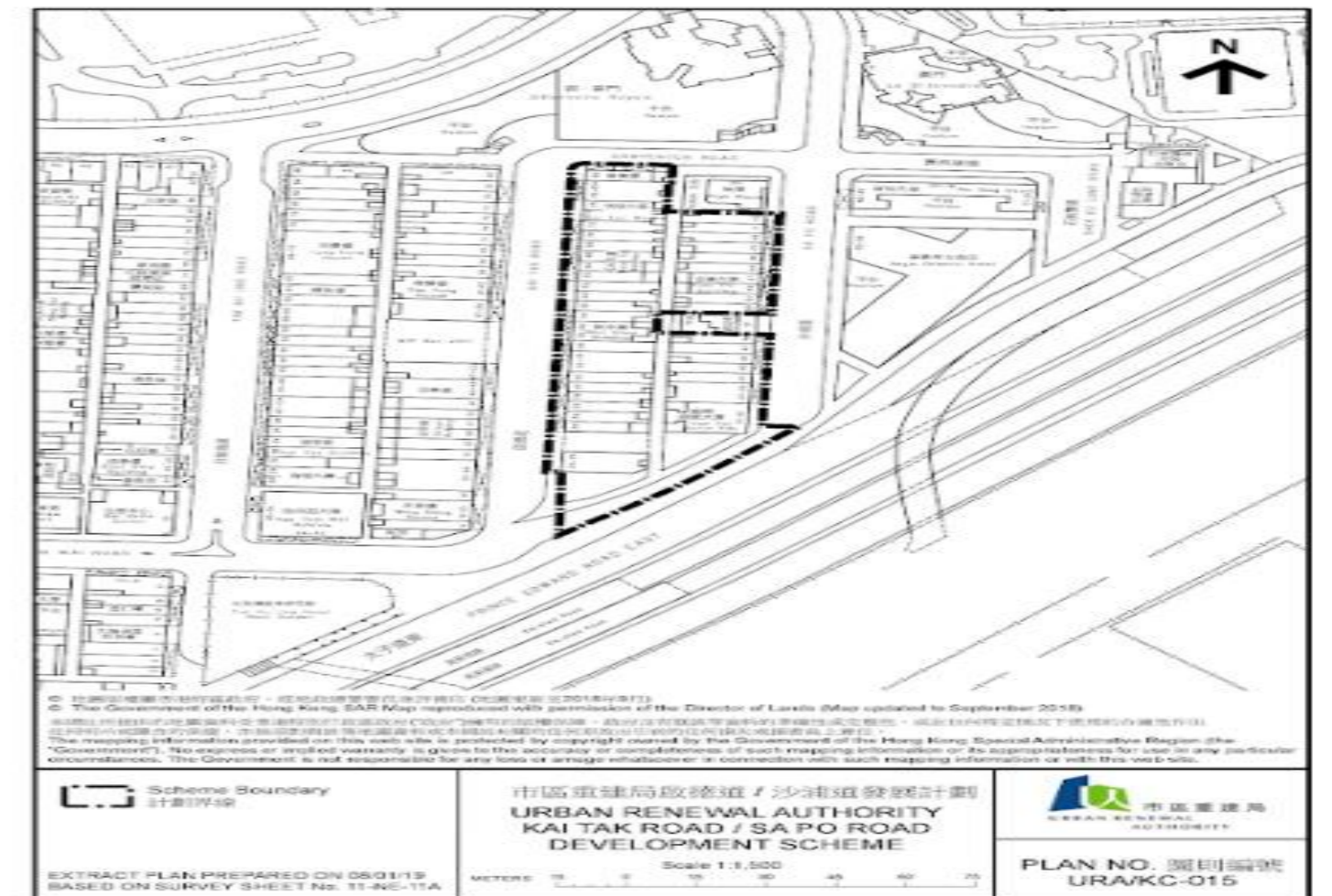
Q2 Name two of the streets that Mr Fung introduces in the video.

Q3 Use three adjectives to describe the buildings in the district.

Q4 What do you think is the most common problem faced by residents in Sa Po Road / Kai Tak Road.

Empathy and care for the community

Q6 Which facility will NOT be built after Kai Tak Road and Sa Po Road are developed?



Q8a Do you think this area should be redeveloped?

Yes  No

Q8b Why or why not?

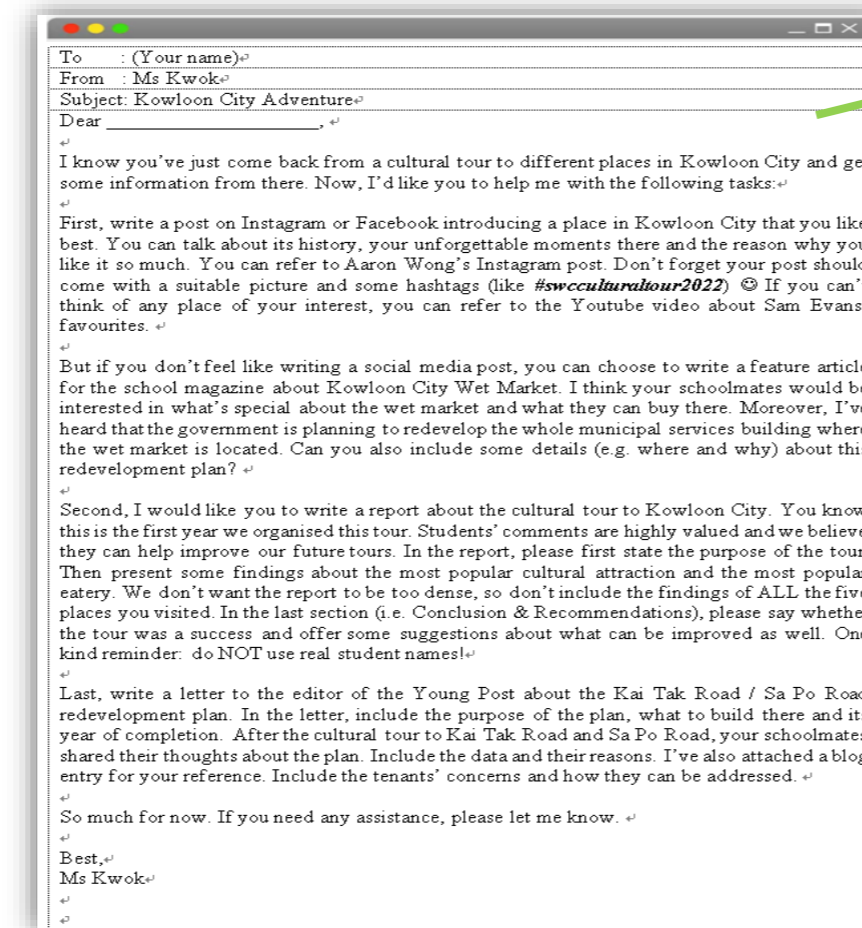
Within the classroom

## Replacing exam practices with authentic integrated tasks

### Strategies

- Promoting Language across the Curriculum
- Fostering the academic use of English

To cater for students' diverse needs



Data File –  
Authentic scenario

#### Task 1:

“First, write a **post on Instagram or Facebook** introducing a place in Kowloon City that you like best ... But if you don't feel like writing a social media post, you can choose to write a **feature article** for the school magazine about Kowloon City Wet Market.”

#### Task 2:

“Second, I would like you to write a **report** about the cultural tour of Kowloon City.”

#### Task 3:

“Last, write a **letter to the editor of the Young Post** about the Kai Tak Road / Sa Po Road redevelopment plan.”

Providing students with choices to cater for their learning needs and interests

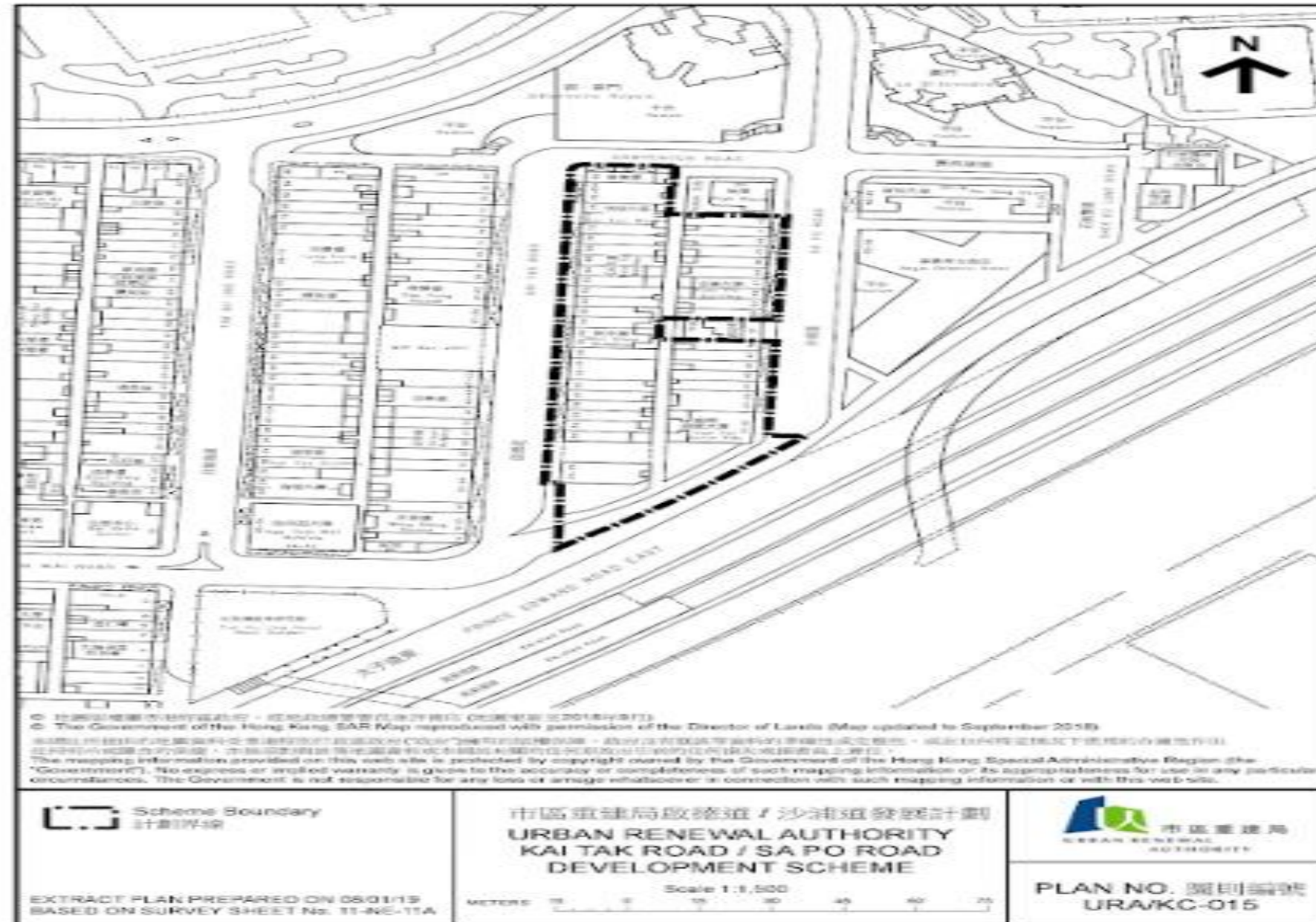
Within the  
classroom

## Strategies

- Promoting Language across the Curriculum
- Fostering the academic use of English

To cater for students' diverse needs

Replacing exam practices with authentic integrated tasks



Data File –  
Authentic information texts

Within the classroom

## Replacing exam practices with authentic integrated tasks

### Strategies

- Promoting Language across the Curriculum
- Fostering the academic use of English

To cater for students' diverse needs

### Survey results of the cultural tour of Kowloon City

#### Kowloon City Adventure

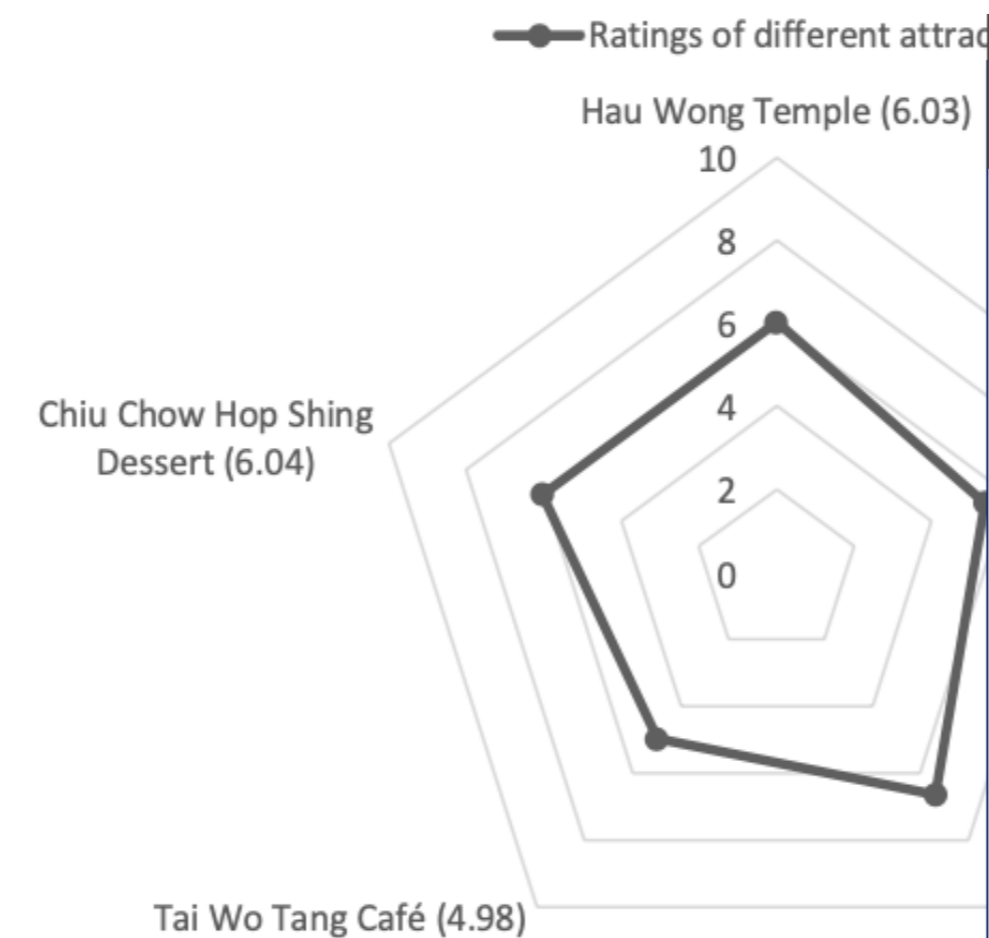
Date: 23 – 24 May 2022  
Time: 2:30 – 4:30pm  
Participants: All S4 students  
Special guest: Mr. Fung (Geography teacher)

#### Purposes:

- (1) To provide students with opportunities to know more about their neighbourhood
- (2) To provide students with information about the Kowloon City redevelopment plan

#### Survey Findings

#### A. How would you rate this attraction (out of 10)?



#### Feedback from students

- "I prefer McDonald's to Tai Wo Tang Café. Their coffee is way too expensive!" (4B William Ho)
- "I like Hau Wong Temple because there are so many monuments which can let me know more about its history." (4D Kelly Wong)
- "I gave Kowloon Walled City Park a 4 out of 10. It looks old!" (4B Paco)
- "The decoration of Chiu Chow Hop Shing Dessert is quite different from that of most dessert shops nowadays." (4A Pinky Yu)
- "There are so many activities I can do in Stone Houses Family Garden. I can eat and play board games with my friends at the café. It has a vintage look too." (4C Tracy Tsang)

Data File – Authentic data from students

## Evidence of learning

**Task 1:**  
**An Instagram post about  
a place in Kowloon City  
that students like best**

**“Tai Wo Tang Café is one of the most famous cafés in Kowloon City. As you can see, it is a café, but before that, it was actually a Chinese pharmacy which had housed Chinese doctors of three generations since 1932. Moreover, it was preserved during the Sino-Japanese war ...”**

**Content  
knowledge**

**Empathy and care  
for the community**

# Evidence of learning

Task 2:  
A report about  
the cultural tour of  
Kowloon City

Formal  
tone

Statistical  
data

Evaluation report on the cultural tour to Kowloon City.

## 1. Background 2.2

The purpose of this report was to provide students with opportunities to know more about their neighbourhood and information about Kowloon City redevelopment plan. The tour was held on 23-24 May 2022 and all the 54 students took part in it. 2.3

## 2. Findings

2.1 Ratings of the attractions 2.4  
Students were more interested in Stone Houses Family Garden than other attractions. It received the highest rating (6.65/10) in the interview. The most popular eatery was Chiu Chow Hop Shing Dessert because it rated 6.04 on a 10 point scale. 2.7

## 3. Conclusion & Recommendations 2.9

It can be concluded that the trip was very successful. More than half (74%) of these interviewees thought the tour was "Excellent" and "Satisfactory". To improve the trip, the trip could be organised in March/April, so that the weather will be cooler and drier. 2.11

Academic  
English

# Evidence of learning

## Young Post

“... As part of a project at school, I went on a cultural tour of Kowloon City in May. **My classmates and I also collected the opinions of F.4 students on the redevelopment plan.**

When students were asked whether they would like to see Kai Tak Road and Sa Po Road redeveloped, **most of them were in favour of the project.** They claimed that **the improved living environment and access to public spaces would eventually benefit residents and shop owners in the area ...”**

**Task 3:  
A letter to the Young  
Post about the Kai Tak  
Road / Sa Po Road  
redevelopment plan**

**Content  
knowledge**

**Academic  
English**



# Evidence of learning

## Young Post

“However, there are still **concerns among tenants and shop owners** regarding the renewal plan. We **interviewed some tenants** on Kai Tak Road, and they pointed out that the renewal plan would require **about 10 years to complete**.

This timeline would cause shop owners to **lose all of their regular customers**, and since **no amount of government compensation could make up for this**, it would force small businesses into a tough spot.”

**Task 3:  
A letter to the Young  
Post about the Kai Tak  
Road / Sa Po Road  
redevelopment plan**

**Empathy and care  
for the community**

## Strategies

Within the  
classroom

- Integrating the previous **Elective Part** into the Compulsory Part
- Fostering the **creative use of English**

To review and  
refine the English  
Language curriculum

To cater for students'  
diverse needs

Extended task:  
Appreciating a poem about Kowloon City

### Module 4

Poem:

*Kowloon City State of Mind*  
by  
Cheng Tim Tim

#### Identifying poetic devices

Q5 Read the poem again. Which phrase keeps repeating? (Repetition)

#### Reflecting on the poem

Q6(i) What is the reason why the above “better” things may not appear in the future? (Jamboard)

Q7 What message does the writer try to convey when she says “at least we’re here together” in line 20? (Jamboard)

# Refining the learning and teaching of integrated skills in S4

## Before

- Heavy reliance on **textbooks** was observed.
- Teachers mainly focused on **task completion**.
- Over-emphasis on **exam practices** was observed.
- Language arts elements were **covered in isolation**.

## After

- ❖ More **school-based learning and teaching materials** were developed.
- ❖ Teachers focused more on **skill development**.
- ❖ **Authentic use of content knowledge and integrated skills** was also emphasised.
- ❖ Language arts elements were **infused organically** into the Compulsory Part.

# Learning outcomes

To review and refine the English Language curriculum

❖ Students were equipped with useful integrated skills.

To cater for students' diverse needs

❖ Students' awareness of the academic and creative uses of English was heightened.

❖ Students' motivation to learn increased.

To broaden students' learning experiences

❖ Students' learning experiences were broadened through the cross-curricular LWL activity.

To foster students' whole-person development

❖ Students showed empathy and care for the neighbourhood of the school.

❖ Students' collaboration and communication skills were enhanced.

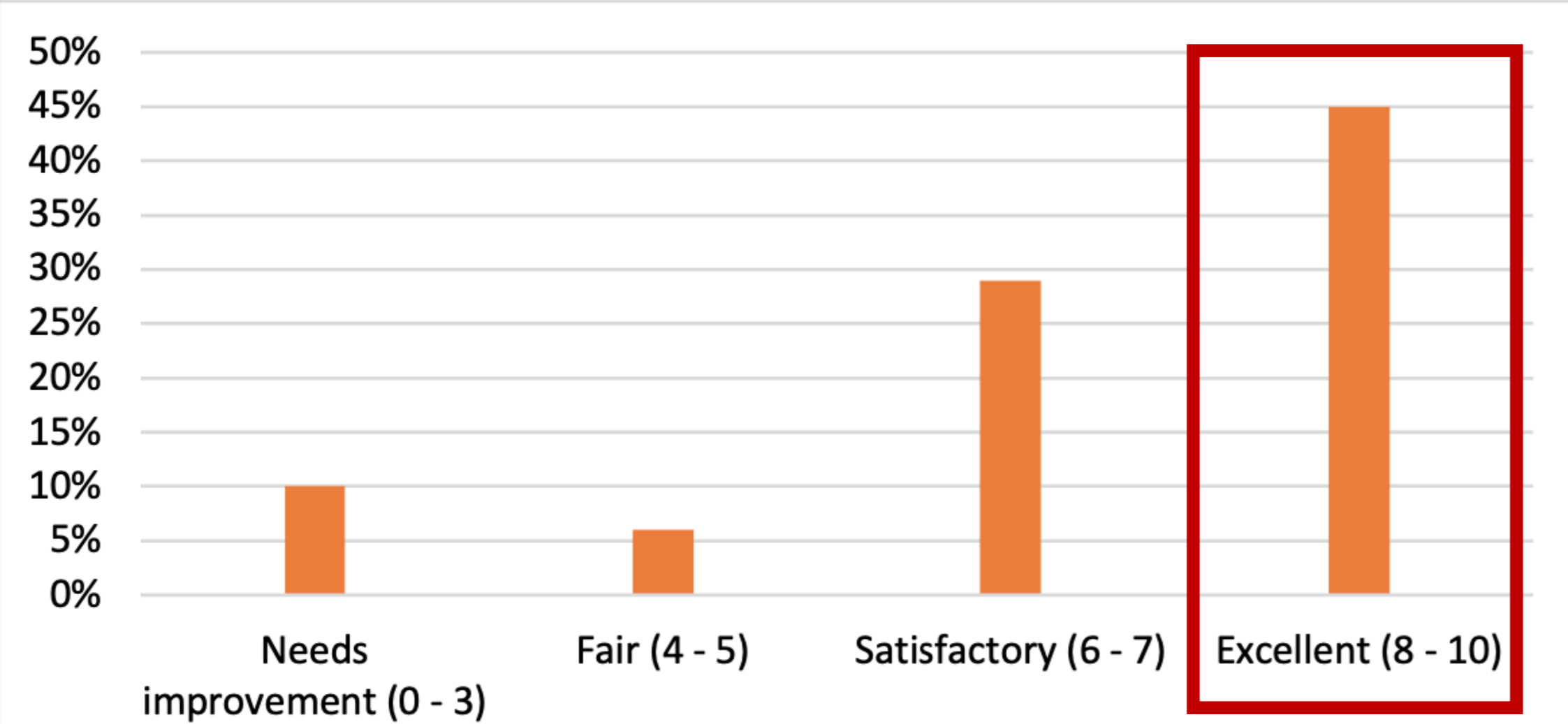
# Learning outcomes

To cater for students' diverse needs

❖ Students' motivation to learn increased.

Students' learning needs, interests and styles were catered for.

C. How would you rate this tour to Kowloon City (out of 10)?



Survey results of the cultural tour of Kowloon City

Forwarded  
Sorry to disturb u all  
Just wanna let u know Janny's student (name of student)  
My student (name of student) and two other girls are just outside Hop Shing dessert shop exerting their efforts in looking for the last two checkpoints 太和堂 and 合成  
Impressed by their efforts ^^ (name of student) called me up about that checkpoint  
That's why I knew they were there  
5:22 PM

Forwarded  
Indeed even (name of student) and their friends in 4c worked hard to go to all places!  
5:22 PM

Just received some feedback from F4 teachers.  
5:22 PM

Teachers' observation (WhatsApp exchanges among teachers)

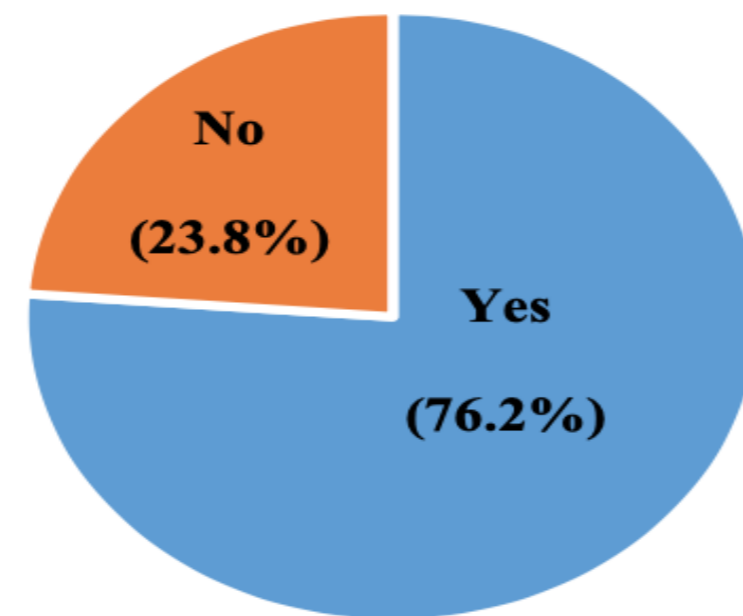
# Learning outcomes

To foster students' whole-person development

- ❖ Students showed empathy and care for the neighbourhood of the school.

B. Do you want to see Sa Po Road and Kai Tak Road re-developed so that a pedestrian tunnel, public vehicle park and a shopping street can be built underground?

### Survey results



### Feedback from students

- “The environment will be better, and residents will feel more comfortable.” (4D Rita)
- “The local street food which Kowloon City is popular for will disappear.” (4A Ethan Hui)
- “New developments will attract new customers to local businesses.” (4A Peng Kai Xian)

## Survey results of the cultural tour of Kowloon City

### Feedback from students:

- “The tour provides a good chance for us to know more about the history of Kowloon City.” (4A Kristy Wong)

- “I like Hau Wong Temple because there are so many monuments which can let me know more about its history.” (4D Kelly Wong)

## Learning outcomes

To foster students' whole-person development

- ❖ Students' collaboration and communication skills were enhanced.

“I didn't realise students would have **problems getting into groups or working with their group-mates**. Maybe it's really because there's not been much group work since COVID.”

“I was surprised that the students were **too shy to order food** in restaurants.”

“The cultural tour did provide students with an opportunity to improve their **collaboration and communication skills**.”



**Teachers' observation**

**Annual Sharing 2023**

Language Learning  
Support Section,  
EDB

***Optimising the senior form English Language curriculum unleashes opportunities to broaden and deepen students' learning within and beyond the classroom.***

Thank you

Shun Tak Fraternal Association  
Seaward Woo College