

English Language Education

➤ *Position*

The English Language Education Key Learning Area comprises two subjects: English Language and English Literature. It seeks to develop learners' English proficiency, provide them with opportunities for personal and intellectual development, and extend their knowledge and experience of other cultures in the English medium.

➤ *Direction*

Schools are encouraged to continue with the good practices that are already in line with the recommended curriculum developments. Further, teachers are encouraged to:

- provide greater opportunities for learners to use English for purposeful communication both inside and outside the classroom;
- make use of learner-centred instruction to encourage learner independence;
- make greater use of literary/imaginative texts to develop critical thinking and encourage free expression and creativity; and
- promote strategies, values and attitudes that are conducive to effective, independent and life-long learning.

➤ *We hope that from now to 2005-06*

<i>Our Students</i>	<i>Our Teachers</i>
Primary 1 - Primary 3	
<ul style="list-style-type: none"> • enjoy participating in meaningful English learning activities • will be motivated to speak, read and listen to English • develop phonics skills and vocabulary-building skills 	<ul style="list-style-type: none"> • avoid excessive use of dictation and mechanical language practice • motivate learning and encourage creativity through activities such as puppet shows, games and show-and-tell • develop learners' language skills through activities such as shared reading of big books and story-telling • make flexible use of textbooks and other resource materials
Primary 4 - Primary 6	
<ul style="list-style-type: none"> • have more opportunities for reading, writing, speaking and listening to English • develop dictionary and information skills • communicate effectively by using suitable grammar structures 	<ul style="list-style-type: none"> • use tasks and projects to facilitate the integrative use of language and develop dictionary and information skills • make greater use of open-ended questions to stimulate thinking • facilitate grammar learning through a wide range of materials and activities

Secondary 1 - Secondary 3	
<ul style="list-style-type: none"> • develop creativity, critical thinking and cultural awareness • broaden their dictionary skills such as using phonetic symbols to pronounce unfamiliar words • develop the positive language learning attitudes of co-operativeness, perseverance and not being afraid of making mistakes • engage in self-access learning • communicate effectively by using suitable grammar structures 	<ul style="list-style-type: none"> • make greater use of imaginative/literary texts to develop learners' creativity, critical thinking and cultural awareness • use language tasks and projects to further enhance learners' dictionary skills and encourage collaboration and risk taking in language learning • foster learner independence by creating opportunities for learners to make choices and decisions in their learning • make flexible use of class time to facilitate self-access learning • facilitate grammar learning through a wide range of materials and activities
Secondary 4 and above	
<ul style="list-style-type: none"> • communicate effectively in a wide range of situations • actively seek opportunities for self-access and life-wide learning 	<ul style="list-style-type: none"> • engage learners in purposeful tasks and projects that allow them to learn and use English in natural and realistic settings • negotiate the learning objectives, materials and activities with learners, and encourage them to seek and create opportunities to learn and use English • enable learners to practise self/peer assessment

➤ *Major Issues of Concern*

- Helping teachers to implement the curriculum development proposals effectively and create time and space - We will forge a strong partnership with teachers and schools through school visits, teacher education programmes, research and development projects, and dissemination of good practices regarding language learning/teaching and use of resources such as the Capacity Enhancement Grant.
- Phonics and grammar learning - We will continue to strengthen the learning/teaching of phonics and grammar through measures such as teacher education programmes and the dissemination of resource packages.

➤ *English Language Education Exemplars*

For illustration of effective language curriculum development and learning/teaching experiences, please refer to Exemplars of Curriculum Development in Schools and the exemplars in the curriculum bank (<http://cd.ed.gov.hk>).

The English Language Education KLA Curriculum Guide will be published in 2002.