



**Junior Secondary English Curriculum
Guide for Schools not Using English as
the Primary Language of Instruction
(Non-EMI)**

2017

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Foreword

Following the publication of the Curriculum Framework for Formal Education of Local Education System (Macao SAR Government Administrative Regulation No. 15/2014) and other official curriculum documents, the Education and Youth Affairs Bureau (DSEJ) of the Macao SAR Government has been developing and preparing curriculum guides for the various areas and stages of formal non-tertiary education, as well as the Requirements of Basic Academic Attainments (hereafter BAA Requirements) which stipulate the knowledge, skills, abilities, emotions, attitudes and values that students should acquire at the end of each stage of schooling.

Secondary school years vitally impact on students' growth and development, personally, academically and aesthetically. In particular, children who have just completed their primary school education in their most perceptive/receptive years are faced with new challenges in many subjects of study, especially in English, which is basically a foreign language to the majority of learners in Macao. Success in English at this stage bears significantly on their well-balanced personal growth, sustainable academic development and general well-being, in a multicultural and pluralistic community in Macao. As Macao aims to become an international center of tourism, leisure, conventions and exhibitions, there is an ever-increasing demand for multilingual human resources and the mastery and proficiency of English is one of the core competences.

This Junior Secondary English Curriculum Guide serves two purposes. First, it helps school leaders and teachers develop a clearer and better understanding of the BAA Requirements (English) for junior secondary schools not using English as the medium of instruction so as to implement the English curriculum systematically and comprehensively, bearing in mind the BAA Requirements, throughout the process of realistic planning with clearly-set goals and objectives; well selected teaching & learning materials, activities and resources; eclectic approaches and methods of teaching; and integrated assessment both for and as learning, to maximize student success in learning English. Second, this Curriculum Guide provides schools with substantial support for school-based curriculum and teacher professional development while effectively implementing the BAA Requirements with reference to the relevant provisions in the curriculum framework stated above.

Though this Curriculum Guide is prepared for junior secondary schools not using English as the primary language of instruction (Non-EMI), it is strongly upheld that formal school education is a continuum and there is no intention to over-emphasize the gap or differences between EMI and Non-EMI schools, which still exist in Macao school system due to historical and socio-economic

factors.

This Curriculum Guide is a resource for those involved in English language education in schools.

Stakeholders may include:

- education officials
- school administrators
- curriculum leaders
- teacher educators
- teachers of English
- students and learners of English
- teaching and learning resources developers
- parents
- educational researchers, and
- other professionals in related areas.

Curriculum development is an on-going process, and to meet the growing demands prompted by rapid global changes and socio-economic diversification, more meticulous efforts need to be made to optimize effectiveness and efficiency throughout the process, including the Curriculum Guide. It is hoped that, with the consistent support of the Macao SAR Government, school leaders and teachers, people in education, and all the stakeholders by providing feedbacks, critical comments and inputs, continuous improvements will be made, thus culminating in greater success in ELT/ELL in Macao.

Chapter 1: Curriculum Orientation and Development Direction

The development of this Curriculum Guide has taken into consideration the global trends of English curriculum development past and present, and is based on rationales specific to the situation of the Macao SAR.

1.1 Global Trends of Curriculum Development in English Language Teaching and Learning (ELT/ELL)

Advances in language curriculum development in recent years have highlighted the following principles and practices:

1.1.1 Attempts to identify the needs of the learner, of the society and education system to attain its education goals and ideals

Previously, syllabus design in language teaching and learning focused on the system of the language and linguistic content, and a typical language program consisted of inventories of phonetics, grammar and vocabulary, graded according to linguistic difficulty. Nowadays, however, curriculum development in second language teaching begins with identifying the needs of the learner, of education system to attain its education goals, and the needs of the larger society (Richards, 2001; Graves, 2000). For example, what uses might the learner be putting the target language to? What is the status of the target language in the education system and in the society at large?

1.1.2 Communicative competence as the ultimate goal of language learning

Whatever teaching methodology is adopted, it is widely recognized that the ultimate goal of learning a second language is the ability to communicate effectively in that language. Success in language learning is not measured by the size of the learners' vocabulary, or the number of grammar rules that they can articulate, but by the proficiency with which they can communicate effectively in the target language.

1.1.3 Language as knowledge and language as skills

In the case of instructed learning, as opposed to naturalistic acquisition, explicit knowledge of the target language (e.g., grammar and vocabulary) is needed. However, it cannot be assumed that this explicit knowledge will be translated into proficiency in using the target language. There are specific skills in listening, speaking, reading and writing that lead to successful communication. The learning outcomes of second language curriculum, therefore, should be organized around skills.

1.1.4 Language skills being contextualized and integrated

A second language syllabus today typically consists of lists of skills in listening, speaking, reading, and writing, to be covered in every stage of schooling, with expected outcomes. However, although these skills are usually listed separately for easy reference, they are not to be treated as discrete items to be presented, and then crossed off, one at a time. The development of these skills should be integrated and carried out in meaningful contexts. Since real-life communication events often involve more than one language skill, different language skills should, as far as possible, be integrated into activities and lessons.

1.1.5 Development of supportive personality and language learning attitudes

Successful second language learning requires an open and positive attitude towards the target language, culture and the learning process. A second language curriculum, therefore, should not confine itself to knowledge and skills. It should also include desirable values and attitudes that the curriculum aims to inculcate in learners.

1.1.6 Effective employment of technology and learning resources

A second language curriculum is more about skills development than the learning of subject matter. The development of a particular skill item can be carried out through different activities. Thus, teachers have more space in using their own teaching ideas, and subsequently, their own teaching and learning resources. Today, a lot of such resources are in digital format, and technology has provided almost infinite access to and opportunities for teaching and learning. Teachers should be encouraged to make use of technology in delivering the curriculum.

Some recent studies summarized by Sun, Yilin (2016), have echoed the principles and practices stated above. In what is called “principled eclecticism” as a coherent and pluralistic approach to language teaching and learning, they have unanimously pointed out that an ELT/ELL curriculum should be oriented towards

- Maximizing learning opportunities (keeping an open mind, opening eyes to all possible teaching/learning opportunities, ways and means)
- Facilitating negotiated interactions (interpersonal, interregional and international)
- Encouraging learner autonomy (learner initiatives, independent learning, self-learning, etc.)
- Increasing language awareness (through use, listening, speaking, reading and writing)
- Activating self-discovery (utilizing learning and communication strategies, open and confident)
- Contextualizing language input (thematic, situational, etc.)
- Integrating language skills (listening, speaking, reading, writing, etc.)
- Ensuring social relevance (a means for self-empowerment and expression)

- Raising cultural consciousness (for inter/cross- cultural exchanges, balanced personal growth and all-rounded development)

(Sun, 2015, p.8-9)

These salient statements have further crystalized the global trends of language curriculum development.

1.2 Rationale Analysis and Orientation of the Junior Secondary English Language Curriculum

The Junior Secondary English Language Curriculum Guide for schools not using English as the primary language of instruction (Non-EMI) is based on the following principles and rationales:

1.2.1 The Junior Secondary English Curriculum should further strengthen and develop the following three basic rationales:

- The curriculum should recognize students' interests and abilities. It should be student-centered. The curriculum should strengthen students' self-confidence and independence in the learning of English.
- To further develop their basic abilities in listening, speaking, reading and writing for the purpose of communication. .
- A variety of teaching methods should be employed. Variety in teaching strategies is necessary to cater to learner diversity.

1.2.2 Ensuring sufficient cognitive challenge

When students enter junior secondary, they begin a rapid stage of physical, cognitive and psychological development. Lower secondary students, who are adolescents and early teens beginning to form their personal identity and becoming more curious about the world, will need a language learning experience that satisfies their cognitive and emotional needs. The junior secondary English curriculum should ensure that on top of the linguistic objectives (such as grammar and vocabulary), the subject-matter content of the learning resources as well as the learning experiences should be sufficiently cognitively challenging to junior secondary students.

1.2.3 Attending to the humanistic values of language learning

English should not, and need not, be taught solely for functional purposes. In fact, like any language, English can serve to impart humanistic values. When students begin junior

secondary school, they have already built a foundation in the English language. Considering students have a more developed knowledge and mastery of the English language, junior secondary English curriculum should support them to acquire moral and civic values, so that they will become responsible and caring members of society.

1.2.4 Providing students with learner training

Junior secondary students have better meta-cognitive skills, which lead to more reflective learning. Therefore, while students should continue to receive quality language input from their teachers, they should also be provided with training that will help them become more independent and effective language learners. Examples of such training may cover metalinguistic awareness, language learning strategies, and self-assessment.

1.3 Curriculum Goals

- 1.3.1 Extend the knowledge, skills, and attitudes in English Language learning;**
- 1.3.2 Develop students' higher-order language skills in listening, speaking, reading, and writing;**
- 1.3.3 Extend students' vocabulary knowledge for both receptive and productive language use;**
- 1.3.4 Extend students' grammatical knowledge and their grammatical competence for more accurate comprehension and expression in language use;**
- 1.3.5 Strengthen students' ability to understand varieties of spoken and written texts with richer content;**
- 1.3.6 Enable students to describe factual events with richer details and better organization in speaking and writing;**
- 1.3.7 Enable students to describe personal experiences, express personal opinions, and report on simple projects coherently;**
- 1.3.8 Develop students' ability to take part in simple conversations and discussions;**
- 1.3.9 Cultivate students' ability to edit and revise their spoken and written productions for better communicative effect;**
- 1.3.10 Nurture students' propensity in evaluating their own language learning progress;**
- 1.3.11 Enable students to use a range of language references, both print and online, for solving language problems;**
- 1.3.12 Sensitize students to cultural differences in different contexts of language use.**

Chapter 2: Interpretation of the Requirements of Basic Academic Attainments

2.1 The Requirements of the Basic Academic Attainments explained

2.1.1 The meaning and values of the Requirements of Basic Academic Attainments

2.1.1.1 The “requirements of basic academic attainments” refer to the basic requirements for competences that students should acquire after completing a certain education level. The key elements include knowledge, skills, abilities, emotions, attitudes and values. It is necessary to pay attention to the comprehensiveness and integrity of students’ competences when the “requirements of basic academic attainments” are being set.

2.1.1.2 The “requirements of basic academic attainments” are the foundation for students’ future development and lifelong learning; therefore:

- The “basic” academic attainments refer to the essential, the most fundamental and the most important competences that students are expected to acquire. They are the “basic requirements”, rather than the “highest requirements”, for students.
- The “requirements of basic academic attainments” are achievable by the majority of students after having tried hard (the fundamental nature).
- The “requirements of basic academic attainments” reflect the tradition of Macao education and are based on the existing standard (the realistic nature).
- The “requirements of basic academic attainments” can satisfy the individual and social development needs in the future (the developmental nature).

2.1.2 The Functions of the “Requirements of Basic Academic Attainments”

2.1.2.1 To set the curriculum standards for various subjects and learning areas and to regulate school curriculum and teaching.

The “requirements of basic academic attainments” and “curriculum framework” are the essential component parts of the curriculum system of Macao. They are the fundamental bases and standards for Macao schools to develop curriculums for various learning areas and subjects, as well as to carry out education and teaching; they are the criteria for managing and evaluating curriculums, guiding and regulating teaching, as well as assessing the quality of school education.

2.1.2.2 To guide the compilation and selection of teaching materials

The “requirements of basic academic attainments” are the fundamental basis for compilation and selection of teaching materials. In accordance with the “requirements of basic academic attainments” of the learning areas or subjects of the related education level, the specific contents of teaching materials will be selected for designing learning activities for students. The “requirements of basic academic attainments” will guide the compilation and selection of teaching materials.

2.1.3 Relationship between the Requirements of the Basic Academic Attainments and the School-based Curriculum

The Requirements of the Basic Academic Attainments provide the general directions for the school-based curriculum to move towards. The Requirements themselves do not constitute a teaching curriculum, but serve as a foundation on which schools can develop their school-based curriculum. Different schools have different strengths, and their students have different needs. Schools, while drawing up their school-based curriculum, should consider their strengths and their students’ needs, but should ensure that as far as possible, the Basic Academic Attainments are all covered in their school-based curriculum. At the same time, they should be alert to the possibility of progressing beyond the Basic Academic Attainments if their school situation and their students’ ability warrant it, since the Requirements represent the basic expected learning outcomes only.

2.2 The structure and design ideas of the *BAA Requirements for English*

Currently, the global trend of specifying the principal learning outcomes in English Language education within an education system is to set out the target language skills in the 4 areas of Listening, Speaking, Reading, and Writing. The organization of the *BAA Requirements English non-EMI Junior Secondary* follows the same trend. Specifically, the 4 domains of Basic Academic Attainments for English Language are Listening, Speaking, Reading, and Writing (hereafter, the “4 macroskills”).

2.2.1 Communication skills, attitudes, and learning strategies

A language curriculum for an education system is different from the syllabus of a short course offered by a language school in that the former has to take into consideration students’ long-term development in the language. Therefore, the Basic Academic Attainments for English Language should not be confined to purely instrumental macroskills that are needed for communication. Some of the Basic Academic Attainments are hence attitudinal, aiming to foster positive attitudes

towards learning English over a long period of time. There are also Basic Academic Attainments that are concerned with learning strategies. This not only corresponds with one of the broad aims of education, which is to develop students as self-directed learners, but also aligns with one of the recent trends in language teaching, which points to the fact that given the nature of language learning, learners can learn much of the target language on their own if they have received appropriate learner training.

2.2.2 Process and product

One approach to specifying the learning outcomes in a curriculum is to set out what learners should be able to *do* by the end of a stage of learning. These outcomes should be observable and measurable.

However, this approach is not always possible for language curricula which are based on macroskills. This has to do with the nature of language use and communication. A language skill can operate at many levels, depending on the context, the subject matter concerned, and the language (e.g., vocabulary, discourse) involved. For instance, whether a learner has mastered the reading skill 'Understanding the main points of a text' depends very much on the text itself – the vocabulary difficulty, the kind of language being used, and the subject matter of the reading text.

Another consideration is that some language skills can only be mastered through practice over a long period of time. For example, while it is relatively manageable for students to pronounce individual words from their spelling, speaking English with an acceptable level of pronunciation with respect to proper pronunciation of individual phonemes, word stress, weak form, sentence stress, rhythm, and intonation, requires practice and improvement over a long period of time.

It is for the above reasons that while some of the Basic Academic Attainment requirements or English Language specify more specific learning outcomes (i.e. product-oriented), others describe certain desirable learning activities (i.e., process-oriented).

2.2.3 The need for recycling, and integration

The distinction between product-oriented and process-oriented Basic Academic Attainment requirements points to the need for recycling. In other words, the lists of macroskills in the 4 domains are not to be taken as a simple 'to-do' list, the items of which are to be crossed off once they are 'covered'. Most of the skills, and in particular the process-oriented ones, need to be recycled from time to time and at different grade levels, using contexts, language, and content ideas, that

match the students' linguistic and cognitive development.

Furthermore, although the Basic Academic Attainment requirements are presented through 4 different domains (i.e., 4 macroskills), real-life communication is often integrated in terms of the use of language skills. A conversation, for example, involves both listening and speaking. Hence, the 4 domains are not to be taken as discrete categories which are unrelated to each other.

2.3 Interpretation of the curriculum goals set by the Requirements of Basic Academic Attainments

2.3.1 Extend the knowledge, skills, and attitudes in English Language learning;

(Despite a small number of students who may have joined Macau's school education later than usual, most junior secondary students will have studied English for at least 6 years in the primary school. As such, the junior secondary English curriculum should capitalize on students' attainment in the primary school.)

2.3.2 Develop students' higher-order language skills in listening, speaking, reading, and writing;

(Generally, language skills fall into a hierarchy, with some being linguistically and cognitively more demanding than others. Students in junior secondary will go through a faster stage of cognitive development, and hence should be stretched with skills development that are more higher-order in nature.)

2.3.3 Extend students' vocabulary knowledge for both receptive and productive language use;

(Although vocabulary should not be taught for its own sake, a more extended vocabulary will enable students to tackle listening and reading, and perform speaking and writing, more efficiently and effectively.)

2.3.4 Extend students' grammatical knowledge and their grammatical competence for more accurate comprehension and expression in language use;

(Similar to the case of vocabulary, mastery of a wider range of grammar features will enhance students' competence in comprehension and self-expression.)

2.3.5 Strengthen students' ability to understand varieties of spoken and written texts with richer content;

(Students in junior secondary will have increasing contacts with English in real life.

Hence, the English Language curriculum should prepare them to understand varieties of spoken and written texts with richer content.)

2.3.6 Enable students to describe factual events with richer details and better organization in speaking and writing;

(This is to build on junior secondary students' more developed language proficiency and cognitive ability.)

2.3.7 Enable students to describe personal experiences, express personal opinions, and report on simple projects coherently;

(Junior secondary is the stage where students quickly develop their personal identity. The English Language curriculum should provide them with ample opportunities for personal expression.)

2.3.8 Develop students' ability to take part in simple conversations and discussions;

(With a more developed oral proficiency, students in junior secondary should now attempt speaking activities which are more interactive in nature.)

2.3.9 Cultivate students' ability to edit and revise their spoken and written productions for better communicative effect;

(This is in line with the general goal of school education that students should be nurtured as self-directed learners, so that they will progress beyond what is prescribed by the teacher.)

2.3.10 Nurture students' propensity in evaluating their own language learning progress;

(A self-directed learner is also a reflective learner. Students should be guided to reflect periodically on their progress in learning the English language.)

2.3.11 Enable students to use a range of language references, both print and online, for solving language problems;

(Now that reference materials, both print and digital, are easily accessible, students should be trained to use a range of language references to solve language problems and for their further language enhancement.)

2.3.12 Sensitize students to cultural differences in different contexts of language use.

(Using a foreign language is not simply expressing oneself in a different linguistic code. Behind each language is a sophisticated set of cultural norms, which effective

communicators need to be conscious of.)

2.4. Detailed Explanation of the Requirements of Basic Academic Attainments in Different Domains of the Subject

Explanation of coding:

- (1) The capital English letters represent the requirements of basic academic attainment in different learning domains; A-Listening, B-Speaking, C-Reading, D-Writing;
- (2) The number following the English letter signifies the serial number of learning categories in the learning domains.

Learning domain A: Listening

A-1	Identify the vowel and consonant phonemes in single-syllable words and in stressed syllables in polysyllabic words; <i>(Note L1)</i>
A-2	Distinguish between words with closely sounding phonemes, including consonant blends; <i>(Note L2)</i>
A-3	Identify the stressed syllables in polysyllabic words;
A-4	Deduce the meaning of unknown words in a spoken text using a range of techniques; <i>(Note L3)</i>
A-5	Obtain specific pieces of information in simple spoken texts;
A-6	Recognise the connections between ideas in a simple spoken text from cohesive devices including pronoun reference and connectors;
A-7	Distinguish between main points and supporting examples in a spoken text;
A-8	Identify the sequence of events, causes and effects;
A-9	Identify the main focus of an utterance from its word or sentence stress;
A-10	Deduce intention and attitude from the speaker's intonation; <i>(Note L4)</i>
A-11	Identify the main ideas in simple spoken texts, such as conversations and short talks;
A-12	Predict the likely development of a spoken text by making use of a range of strategies; <i>(Note L5)</i>
A-13	Take down notes on the main points of a talk.

Note L1:

The pronunciation of a syllable when it occurs as a single-syllable word (e.g., bet) is usually the

same when it occurs as the stressed syllable of a polysyllabic word (e.g. BETter).

Note L2

Examples of closely sounding phonemes: /f/ vs /θ/; /e/ vs /æ/; /ʊ/ vs /u:/. Consonant blends are also known as consonant clusters, where two (sometimes three) consonants occur together, and are each heard. Examples are /sl/, /tr/, /fl/, /st/, and /spr/.

Note L3

For example, listeners may make use of the context and the co-text, or their background knowledge, in deducing the meaning of unknown words.

Note L4

One of the key functions of intonation in English is to convey the speaker's attitude.

Note L5

A range of strategies can be used. For example, listeners can use their background knowledge of the topic in question. They can listen for the discourse markers used by the speaker.

Learning domain B: Speaking

B-1	Attempt to pronounce a new word from its spelling;
B-2	Pronounce polysyllabic words with proper word stress;
B-3	Use vocabulary that is appropriate to the speech event;
B-4	Use a range of cohesive devices to indicate the relationships between ideas; <i>(Note S1)</i>
B-5	Give an account of a personal experience, or describe an incident with clarity;
B-6	Explain the procedures for doing something with clarity;
B-7	Develop a main idea using examples;
B-8	Explain the cause and effect of a problem, an issue, etc.;
B-9	Express opinion clearly;
B-10	Use varied sentence structures in speaking;
B-11	Use a range of techniques to start a conversation;
B-12	Conclude a short presentation appropriately;
B-13	Use appropriate intonation to express attitudinal meaning; <i>(Note S2)</i>
B-14	Use proper sentence stress to highlight important information;
B-15	Read aloud a short piece of prose with appropriate stress, rhythm,

	and intonation;
B-16	Acknowledge ideas expressed by other speakers in a conversation; <i>(Note S3)</i>
B-17	Ask for clarification from other speakers during a conversation;
B-18	Demonstrate interest in social interaction.

Note S1

Cohesion is achieved when the parts of a text are felt to link with each other. In English, this effect can be achieved through lexical and grammatical choices, for example by employing synonymous expressions and pronouns, respectively.

Note S2

School coursebooks often link sentence types with intonation patterns, e.g., the rising intonation is used for Yes/No questions; the falling intonation is used for affirmative sentences and Wh-questions. The function of intonation, however, goes far beyond that. While it is difficult to exhaust all the attitudinal functions of each intonation pattern in English, learners should be sensitized to, and trained to use, some common intonation patterns for expressing attitudinal meaning.

Note S3

In real-life conversations, it is important for speakers to show that they are listening by using various verbal and non-verbal means.

Learning domain C: Reading

C-1	Recognise previously learned vocabulary and accumulate vocabulary through various reading strategies;
C-2	Work out the meaning of unfamiliar words from clues in the word or the text, and background knowledge;
C-3	Recognise the format and language features of a variety of text types; <i>(Note R1)</i>
C-4	Construct meaning and locate information from visual texts; <i>(Note R2)</i>
C-5	Make predictions about the content of a text using prior knowledge, personal experiences and text features before reading; <i>(Note R3)</i>
C-6	Demonstrate an understanding of punctuation when reading; <i>(Note R4)</i>
C-7	Make effective and judicious use of the dictionary and language references to assist reading; <i>(Note R5)</i>

C-8	Understand the connection between ideas by identifying cohesive devices; <i>(Note R6)</i>
C-9	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; <i>(Note R7)</i>
C-10	Identify the main ideas and key details of a text; what the author wants to tell or describe;
C-11	Demonstrate understanding of texts through different presentations; <i>(Note R8)</i>
C-12	Gather relevant information from print and digital sources; <i>(Note R9)</i>
C-13	Give personal response to a text;
C-14	Read aloud simple texts with accuracy, fluency, comprehension and appropriate expression, pacing and intonation;
C-15	Acquire the habits of reading frequently and independently;
C-16	Demonstrate interest in reading various texts (including fictional and non-fictional texts).

Note R1

Examples: journals, letters, reviews, recipes, user manuals.

Note R2

Examples: posters, print advertisements, diagrams, charts, icons, signs, graphs.

Note R3

Able to read titles/headlines, sub-headings captions and/or labels in a text and think about what is already known and what to learn about the topic.

Note R4

Able to recognise commonly used punctuation such as an exclamation mark (!) and a colon (:) and read aloud the sentences with the right tone and pace.

Note R5

Able to learn the pronunciation and the definition of a new word from a dictionary.

Note R6

Examples: first, at last, while, however, although, therefore, because, since.

Note R7

Example:

S: Tom's mother felt very angry when she saw Tom entering the house, didn't she?

T: What tells you that?

S: I guess the phrase "in a rage" means that. I could imagine what Tom's mother was like at that time with the descriptions in the next two lines - "she shouted with her hands on her hips" and "her veins were ready to pop".

Note R8

Able to retell and summarise the story, rewrite the ending of a story, rate the book, and share opinions / reflections.

Note R9

Able to locate and quote relevant information, and cite the sources under teachers' guidance.

Learning domain D: Writing

D-1	Use more varied vocabulary with correct spellings. <i>(Note W1)</i>
D-2	Demonstrate control of basic conventions of English writing, such as spelling and punctuation; <i>(Note W2)</i>
D-3	Use appropriate linking devices to link ideas and produce longer sentences; <i>(Note W3)</i>
D-4	Use a wider range of sentence patterns in writing; <i>(Note W4)</i>
D-5	Use basic grammatical features with consistency; <i>(Note W5)</i>
D-6	Recount events in chronological order; <i>(Note W6)</i>
D-7	Develop stories from pictures; <i>(Note W7)</i>
D-8	Gather ideas before writing by brainstorming, mind-mapping, and using a variety of pre-writing techniques;
D-9	Develop paragraphs with main ideas and supporting details; <i>(Note W8)</i>
D-10	Write spontaneously and take risks in the drafting stage;
D-11	Revise and edit drafts for content, organization and language; <i>(Note W9)</i>
D-12	Proofread final drafts and correct mistakes in grammar, vocabulary and mechanics. <i>(Note W10)</i>
D-13	Write simple stories that include settings, characters, problems, events and solutions. <i>(Note W11)</i>
D-14	Appreciate and evaluate peers' writing. <i>(Note W12)</i>

Note W1

Examples: the boy / the kid / the child, the pretty girl / the beautiful girl / the charming girl.

Note W2

Examples: cursive script, upper and lower cases, capitalization and correct punctuation.

Note W3

Examples: but, as well as, because, however, as a result.

John was absent because he was sick.

He was sick; however, he did not give up.

Note W4

Examples: simple, compound and/or complex sentences.

She worked hard. (simple sentence)

She worked hard and went to bed late. (compound sentence)

Although she worked hard, she failed her examinations. (complex sentence)

Note W5

Examples: tenses and the passive voice.

She goes shopping every Sunday. (simple present tense)

She went shopping last Sunday. (simple past tense)

She will go shopping next Sunday. (simple future tense)

He is working hard to prepare for his examination. (present continuous tense)

He has been to different places of the world. (present perfect tense)

The girl was knocked down by a truck. (passive voice)

Note W6

Able to re-tell events according to the time sequence.

Note W7

Write a story from a series of pictures provided.

Note W8

Able to develop a paragraph with the main idea (expressed in a topic sentence) and supporting details - i.e. additional information that exemplifies the main idea.

Note W9

Focus on content, organization and language when revising and editing drafts.

Note W10

Able to improve final drafts by fixing inaccuracies in grammar, vocabulary, spelling and punctuation.

Note W11

Include a clear story structure – i.e. a setting, a problem/some problems and a solution/solutions to the problem(s), with events logically sequenced and characters clearly portrayed.

Note W12

Read peer's writing with interest and offer evaluative comments – e.g. on areas suggested by the teacher.

Note W13

Show interest in writing and derive pleasure from it.

Chapter 3. Developing the School-based English Language Curriculum

3.1 Principles for developing the school-based English Language curriculum

School-based curriculum development is a highly context-laden endeavor. Each school has its own characteristics. Developing the school-based curriculum is seldom a strictly linear process, as it involves a variety of factors and decisions. The following are some principles that merit attention in the process.

3.1.1 A widened notion of the school-based curriculum

In the literature on curriculum development, a distinction is made between a (teaching) syllabus and a curriculum. A syllabus is a list of the major teaching contents (e.g., topics) to be covered. A curriculum contains the teaching syllabus, but also all the teaching and learning activities that, when taken together, contribute to the achievement of the ultimate curriculum goals.

For the subject English Language, the school-based curriculum should not be construed as simply the totality of what goes on during the timetabled lessons. It also covers all the learning

experiences related to English that students will go through. These may be in the form of after-school extra-curricular activities, enrichment or intervention programmes, English Week, English-related competitions and displays, short morning reading sessions, campus radio/television, extensive reading programmes, etc.

3.1.2 Integrative use of English for communicative purposes

For operational reasons, the school-based English Language curriculum may consist of different components and activities. The individual components, lessons, and activities may have their specific objectives. One way to ascertain whether these different parts are working together to form a coherent and effective teaching and learning programme is to ask whether the individual components and activities are helping students acquire the ability to use English for communicative purposes. In this regard, the Basic Academic Attainments are useful points of reference, as they specify the language skills for communication that students should aim towards in each phase of schooling.

3.1.3 The needs and interest of students in different phases of schooling

Students undergoing different stages of school have different interests and needs. These differences should be taken into account when drawing up the school-based English Language curriculum. Generally speaking, students in Junior Secondary develop quickly both cognitively and psychologically. They become more curious about the world and things around them, and have changing needs for companionship.

3.1.4 The school's strengths and characteristics

Each school has its own strengths and characteristics. It has its own culture and missions. Its staff members may have special areas of expertise. Its students are also different. These factors should also be taken into consideration, so that the school-based English Language curriculum can capitalize on the school's strengths and characteristics.

3.1.5 Compartmentalised vs Integrated?

Some schools have the practice of compartmentalizing the English lessons, labelling them as GE, Reading, Oral, etc., while others follow a more flexible and integrative approach, using each English lesson on the weekly timetable according to the progress in connection with the unit plan. Both approaches have their own merits. The important consideration is that whichever approach is followed, developing students' communicative competence and working towards the Basic

Academic Attainment items (hereafter *BAAs*, or *BAA items*, when reference is made to the individual Attainment items) should be at the forefront of teachers' attention.

3.1.6 The need for recycling

Given the nature of language use, some of the BAA items for English are more holistic than others. A BAA item can often be dealt with at different cognitive and linguistic levels. For example, how difficult is the subject matter of the reading text? How difficult is the language of the reading text in terms of, for instance, vocabulary and sentence structures?

Hence, while compiling the school-based English Language curriculum, it is necessary to note that many of the BAA items need recycling at successive higher grade levels, using contexts, subject matter content, and language, that are increasingly demanding. The BAA items should not be taken as a simple to-do list, in that once an item is dealt with in a certain grade level; it is crossed off and never re-visited again.

3.1.7 Moving beyond the BAAs

For English Language, the BAA items set out the basic language skills that students should work towards. However, as pointed out above, each school has its own strengths and characteristics. Schools need not confine themselves to the BAA items when drawing up their school-based English Language curriculum. They should be alert to the possibility of moving beyond the BAAs, especially if their own situation allows it.

3.1.8 School-based curriculum as an ongoing process

While it is necessary to engage in sufficient planning prior to actual teaching, it should be recognized that in essence, any school-based curriculum compiled is only a tentative decision, based on our professional knowledge and judgment at a particular point in time. Its actual efficacy has to be ascertained through classroom implementation. Furthermore, the students also vary from year to year in terms of their ability, needs, and interest. School-based curriculum development should be taken as an ongoing process. It is advisable, therefore, that a system of noting down how well a unit/activity has gone, no matter how brief the system is, will facilitate the revision of the yearly schemes of work.

3.2 How to develop the school-based English Language curriculum

Below are some suggestions that may facilitate the process of developing the school-based English

3.2.1 Using real-life themes to contextualize learning activities

The contents of the school-based English Language curriculum will consist of:

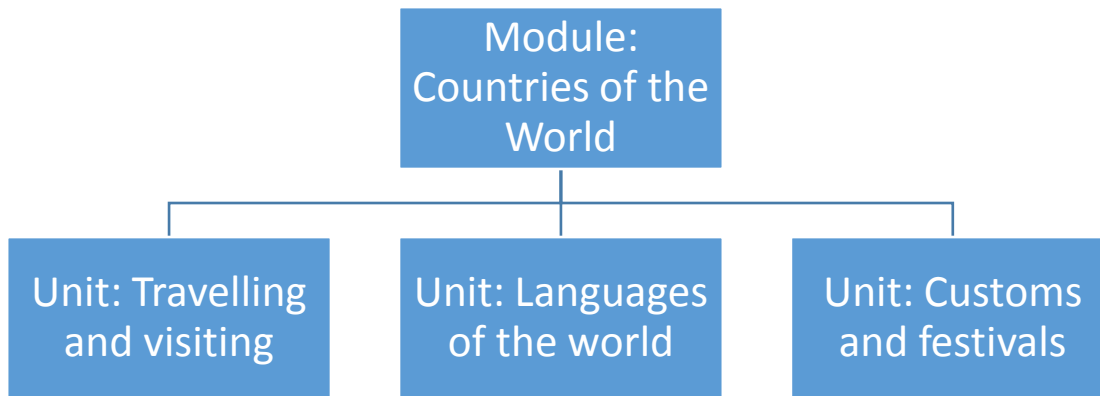
- (a) Development in the skills of listening, speaking, reading, and writing;
- (b) Activities that serve to nurture positive attitudes towards learning English and to develop students' learning skills and strategies; and
- (c) Aspects of the language itself, e.g., phonics, pronunciation, vocabulary, grammar, etc.

While there are times when teachers may focus on a particular element above, for example, when they are presenting a grammar item and getting students to practise the grammar item, or when they conduct a reading lesson to help students develop certain reading skills or learn certain new vocabulary items, these various teaching and learning activities should be contextualized within real-life situations as far as possible, so that students will find the language learning experience purposeful and meaningful, as well as interesting. Contextualising learning activities will also increase the chances of students being able to apply their language knowledge and skills in real-life situations.

3.2.2 Organising teaching and learning activities into units

The above paragraph has underscored the importance of contextualizing teaching and learning activities. However, to avoid having to create a new context every time a new teaching or learning activity commences, one handy solution is to use the same theme for linking a series of related lessons. Each series of related lessons will comprise a unit. All the teaching and learning activities within a unit will be derived from the theme of the unit.

The theme of a unit will be a topic related to a real-life situation or matter that is of relevance and interest to the students. Since a theme may be broad enough (e.g., people around us) to include smaller themes (e.g., family members; friends at school; people helping us in society), it is possible that units that have related themes be grouped into modules:



Some suggested themes are provided in 3.3.2.

3.2.3 The contents and organization of a unit

A unit is a series of lessons that are united by a common theme. Each unit will have its major/major aims, which set out in broad terms what students will be learning within that unit. The specific teaching and learning activities need to be organized into more tangible sections for classroom treatment. More detailed information can then be presented for each section, such as the focus linguistic content (e.g., a grammar item; a vocabulary set; a text type), and the main classroom activities. Additional information such as the related teaching and learning resources can be provided. The target BAAs of the unit will also be specified.

The template below shows one way to organise the BAA-oriented scheme of work (yearly plan):

Week	Dates	Module/Unit		Major Content			Target BAAs	Remarks
		Title	Module/Unit objectives	Unit/Chapter/Section	Number of lessons	Learning objectives and activities		

Some exemplars of BAA-oriented schemes of work can be found in the appendices

As it will be seen, there are some slight differences in format between the exemplar schemes of work as the schools follow slightly different approaches to organizing the school-based English Language curriculum. However, it is advisable that the same format be adopted for all the grade levels within a school.

3.2.4 The role of the coursebook

A school may develop its own school-based English Language curriculum from scratch. In practice, many schools will adopt a coursebook, and use the coursebook as the basis for developing the school-based curriculum. While this is a practical strategy, the school-based curriculum should not simply be a replicate of the table of contents of the coursebook.

3.2.5 A balanced coverage of the BAAs

In actual practice, the responsibility for developing the whole-school English Language curriculum may be shared among different teachers. If this is the case, attention should be paid to ensuring continuity, progression, and linkage between the schemes of work for different grade levels. This will also ensure that there is a balanced coverage of the BAA items. To achieve that end, there should be provisions in the schools for teachers to get acquainted with the schemes of work of the grade levels other than the ones they are currently teaching, as well as personnel who are responsible for checking or monitoring the vertical coverage (P1 to P2 to P3 and so on) of the BAA items.

3.3 Content and Topics

English language differs from the subjects in the content area (e.g., General Studies) in that the ultimate goal of language learning is communicative competence, not knowledge of the linguistic system of the English language itself. This section elucidates the notion of content and topics with regard to the school-based English Language curriculum.

3.3.1 The content of the school-based English Language curriculum

In second language teaching, it is not always possible or advisable to separate *knowing what* (knowing about the language itself) and *knowing how* (being able to use the language for effective communication), especially in contexts of instructed learning (as opposed to naturalistic acquisition). For example, explicit knowledge of how each punctuation mark should be used can, after conscious practice, be turned into intuitive ability to use punctuation appropriately in all writing situations.

Communicative language teaching, the current paradigm methodology in second language teaching, does not rule out knowledge of the language itself in the curriculum. What is important is that this knowledge should support, and be linked to, effective communicative in the target language.

For the subject English Language, content knowledge refers to the various linguistic, aspects of the language, such as grammar, vocabulary, phonics, pronunciation, communicative functions, text types,

discourse features, pronunciation, etc. In selecting what language knowledge to include while planning the school-based English Language curriculum, teachers should strive to ensure that such knowledge is not presented or learnt in an isolated manner, but that it should contribute to the overall communicative aims and objectives of the various teaching units and activities.

Five major areas of language content are discussed in greater detail below. They are vocabulary, grammar, communicative functions, text types, and sound-spelling correspondence.

3.3.1.1 Vocabulary

One fundamental consideration in developing the school-based English Language curriculum is whether to specify the target vocabulary items for each unit. This consideration is often accompanied by the question of what sources to refer to when deciding on what vocabulary items to select for teaching.

It was common practice in the past to prescribe an official word list in central English Language curricula. Teachers would then refer to the official word list when making decisions about what words to teach. Such official word lists were usually based on frequency counts, and included what would be referred to as high frequency words. However, this practice has been increasingly questioned in recent years. Some of the reasons are as follows:

- What is the corpus (a large collection of language data from authentic sources) from which the list of high frequency words is derived? Is this corpus representative enough?
- Language use is changing all the time. For instance, it is obvious that many lexical items related to computer technology have entered daily usage in recent years. Societal and political developments will also impact on the vocabulary that people use. Would an official word list be able to catch up with changes in real-life vocabulary use?
- What about spoken language? Would there be a major difference between spoken language and written language in terms of the lexical items used?
- High frequency words that are derived from corpus-based investigations may not be the ones that are important or relevant to schoolchildren's experiences or interest.

As a result, in recent years, most official English Language curricula have refrained from providing a word list.

Another reason which has led to the absence of official word lists is related to second language teaching methodology. As can be seen from previous sections, current teaching methodology emphasizes contextualization by choosing thematic topics that are of relevance and interest to

students. In other words, the selection of what words to teach should come after the selection of topics. Subsequently, further selections should be made with reference to what vocabulary items students need to learn in order to follow the teaching and learning activities derived from the topic chosen.

In summary, in line with the current trends in second language curriculum development, this Curriculum Guide will not include a word list. In coming up with the school-based English language curriculum, teachers should make decisions about vocabulary selection with reference to: (a) the thematic topic chosen for a teaching unit, and (b) students' readiness, interest, and needs.

3.3.1.2 Grammar

Grammar is another important component of the second language curriculum, as mastery of grammar enables us to comprehend spoken and written language, and to express ourselves accurately through speaking and writing. While we acquire much of the grammar of our native language naturalistically, in instructed second language learning, grammar has to be acquired through conscious effort.

In developing the school-based English Language curriculum, decisions have to be made regarding what grammar items to teach, and when. Traditionally, such decisions were based on subjective assessments of the formal difficulty (i.e., difficulty in terms of language form) of various grammar items (e.g., Simple Past tense is more 'difficult' than Simple Present tense; Active sentences are considered 'easier' than Passive sentences). A grammar syllabus, beginning with the 'easiest' items, would then be drawn up.

Current communicative methodologies have challenged (a) teaching grammar for its own sake, (b) compartmentalizing the teaching of grammar, and (c) prescribing a sequence for the grammar items to be taught based on perceived formal difficulty. The emphasis on contextualizing language teaching through thematic topics has also led to the practice of selecting grammar items that (a) are related to the topic in question and (b) are needed for the teaching and learning activities related to the exploitation of that topic.

Nevertheless, many teachers, based on their learning and teaching experience, will still be able to make intuitive judgments as to which grammar items are easier or more difficult and hence when they should be taught. As a result, decisions regarding the grammar component in the school-based curriculum development have to be based on both considerations: (a) those grammar items needed for the topic and the teaching and learning activities for a teaching unit, and (b) perceived difficulty of the various grammar items. Teachers should also be aware of the need for recycling previously taught items for enhanced mastery by students, and for extending the meanings and functions of those items.

Note: A suggested grammar inventory is given in Appendix 3. This is not a prescribed grammar syllabus, and is included for reference only. Teachers should select from, or go beyond, the list according to the needs of their students.

3.3.1.3 Communicative functions

Communicative functions are the more specific objectives for using language in certain common social situations. For example, when we meet someone we know, we greet them, and respond to greetings. There may be certain expressions that people often use for such social communication purposes, as when people meet each other. Students may be taught directly the expressions for fulfilling these purposes, especially since some of them are culture-specific (e.g., asking for permission to do something; apologizing). In fact, some of the BAA items capture specific communicative functions.

It should be noted, however, that if we are mindful of the communicative purposes of what we teach on a daily basis, we will also be dealing with a large range of communicative functions all the time. For example, while teaching the Simple Past tense, if we do not get fixated on the language form, i.e., how to form verbs in the Past Tense, but also attend to the purpose of using the Past Tense, we will naturally be dealing with the communicative function “Talking about past events.”

Hence, although a list of common communicative functions is provided below, it is for illustration purposes only. The list is not exhaustive, and teachers need not hesitate to include other communicative functions when they draw up their school-based English Language curriculum.

- Greetings.
- Farewells.
- Taking leave.
- Introduction.
- Thanks.
- Responding to thanks.
- Getting attention.
- Asking for repetition.
- Expressing good wishes.
- Asking and telling the time, days and dates.
- Invitations.
- Accepting invitations
- Declining invitations.
- Apologies.
- Responding to apologies.
- Making appointments.

- Asking the way.
- Making a request.
- Responding to a request.
- Starting and ending a (telephone) conversation.
- Giving praise and encouragement.
- Expressing basic needs and wants.
- Offering something/offering to help.
- Accepting offers.
- Decline offers.
- Making suggestions.
- Responding to suggestions.
- Intentions and plans.
- Reminding.
- Rules, warnings and prohibitions.
- Ability and inability.
- Asking for and giving advice.
- Responding to advice.
- Likes and dislikes.
- State opinions.
- Agreement and disagreement.
- Expressing feelings.
- Showing concern.
- Predictions about the future.
- Stating preferences.
- Hopes and wishes
- Comparing.
- Describing a process.
- Giving directions.
- Explaining one's intentions, reasons, etc.
- Asking for and giving information.
- Expressing regret.

3.3.1.4 Text types

The term "text type" has been defined in different ways, but in the context of second language curriculum design, it refers to the way a piece of discourse (usually written though the term can also apply to spoken discourse) is organized in terms of its information structure and physical appearance. For example, a recipe, a comic strip, and an email are different text types. Each has a special appearance, and its content ideas are presented in a different way. The notion of text type has particular significance for the teaching of reading, since students need to recognize the

various text types and understand how the information in each text is organized.

A list of text types is provided below for illustration purposes. This list is neither exhaustive nor prescriptive. It should also be noted that text types may overlap in terms of content or purpose. For example, a leaflet may be an advertisement. It may also be a factsheet.

- Advertisements
- Biographies
- Brochures
- Cards
- Captions
- Cartoons and comics
- Charts
- Conversations
- Diaries
- Dictionary entries
- Directories
- Emails
- Fables
- Factsheets
- Formal letters
- Instructions
- Jokes
- Journals
- Leaflets
- Lists
- Magazine articles
- Maps
- Newspaper reports
- Notes
- Notices
- Personal letters
- Poems
- Postcards
- Questionnaires
- Recipes
- Reports

- Rhymes
- Riddles
- Rules
- Short plays
- Short reports
- Short stories
- Signs
- Songs
- Speeches
- Tables
- Table of contents
- Timetables
- TV/Radio programmes

3.3.2 Topics

Given the nature of language teaching and learning, the notion of topics is different from that for subjects in the content area (e.g., general studies). In English Language teaching, topics are themes from real life that are used for contextualizing teaching and learning activities. In some cases, they might involve authentic subject matter knowledge, such as when students find out how eclipses happen or the types of eclipse there are from a reading text. Nevertheless, the primary function of topics is still to provide a context for language work. In recent years, there have been calls to imbue the second language curriculum with more content knowledge (which is often referred to as *Content and Language Integrated Learning*, or CLIL). For schools using English as the medium of instruction, there is an even stronger rationale for making some kind of link between the topics chosen for the school-based English language curriculum, and those covered in the content subjects (General Studies, Mathematics, etc.) The purpose is to make the language curriculum more meaningful. Teachers may look out for opportunities to use topics that, in addition to the role of contextualization, may impart content knowledge to students at the same time.

The following is a list of example topics. This list is not exhaustive; nor is it prescriptive. The examples only serve to illustrate the idea of using topics for contextualizing language activities. Teachers should feel free to think of topics that they find useful or interesting to students.

- School life
- Myself
- Family members

- Friends
- Festivals
- People around us
- Places
- After-school/Weekend activities
- Holidays
- Macao SAR
- Feelings
- Food and drinks
- Weather
- Nature
- Caring for others
- Eating habits
- Hobbies
- Growing up
- Sports and games
- My home
- Fun activities
- Travelling
- Cultural heritage
- Animals and pets
- Society
- Jobs
- Neighbours
- Proper behaviour
- Leisure
- Seasons
- Objects around us (e.g., water, air, fire)
- Countries of the world
- Adolescents and teenagers
- Technology
- Social media
- Social issues
- Caring for the environment

3.4 Allocation of Time for Teaching Activities

According to *the Curriculum Framework for Formal Education of Local Education System* (Macao SAR Government Administrative Regulation No. 15/2014), the time of teaching activities for English Language in junior secondary schools not using English as the medium of instruction is stated as follows:

For the entire 3 years of junior secondary education	A total of 20600-37080 minutes
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In working out the number of lessons per week and the length of each lesson, the following requirements should be taken into account:

- The time of teaching activities does not include the time of examination at the end of each term/ semester.
- The minimum time of each lesson is 35 minutes and the maximum is 45 minutes.
- For junior secondary 1 and 2 (Form 1 and 2), there are 39 weeks in each school year. (Schools have full autonomy in deciding the number of teaching weeks of each school year on condition that they follow the regulation of 195 school days.) Junior secondary 3 (Form 3) can be exempt from the regulation of 195 days on condition that the requirements of the time of teaching activities and leisure activities of junior secondary education are met.
- The total teaching time of the 3 school years of junior secondary education is counted as 103 weeks. (There are 35 weeks for the first and second year, and there are 33 weeks for the third year, not including the examination time at the end of each semester or term.)

Below is an example for transferring total number of minutes to be covered from Form 1 to Form 3 to the number of English lessons to be conducted for each week with the condition that each lesson will last for 40 minutes:

$$20600 \text{ minutes} \div (35 \times 2 + 33 \times 1) \text{ weeks} \div 40 \text{ minutes}$$

$$= 20600 \text{ minutes} \div 103 \text{ weeks} \div 40 \text{ minutes}$$

$$= 5 \text{ periods}$$

$$37080 \text{ minutes} \div (35 \times 2 + 33 \times 1) \text{ weeks} \div 40 \text{ minutes}$$

=37080minutes÷103weeks÷40minutes

=9periods

Please be aware that the number of weeks may vary among different schools and the number of minutes for each lesson may range from 35 to 45 minutes. In case these two factors vary, the number of lessons for each week will vary accordingly.

Chapter 4: Curriculum Design and Implementation

4.1 Basic theories for curriculum design and implementation

4.1.1 English language curriculum design process

English language curriculum design involves the integration of knowledge from a number of areas in the field of Applied Linguistics, including English language teaching methodology, second language acquisition, language assessment, language curriculum design, and language materials development. Figure 1 presents an adapted English language curriculum design model comprising a subdivided inner circle and three outer circles. The components of the curriculum design process shown in Figure 1 are defined as follows.

Goals: Goals and objectives are the general intended purposes and desired achievements of a particular educational environment. Crucially, they provide a framework for assessing the effectiveness of an English language curriculum. Goals and objectives generally characterize three types of language learning: knowledge, skills, and attitudes. The goals of a language lesson can focus on one or more of the following: language, ideas, skills, or text (discourse).

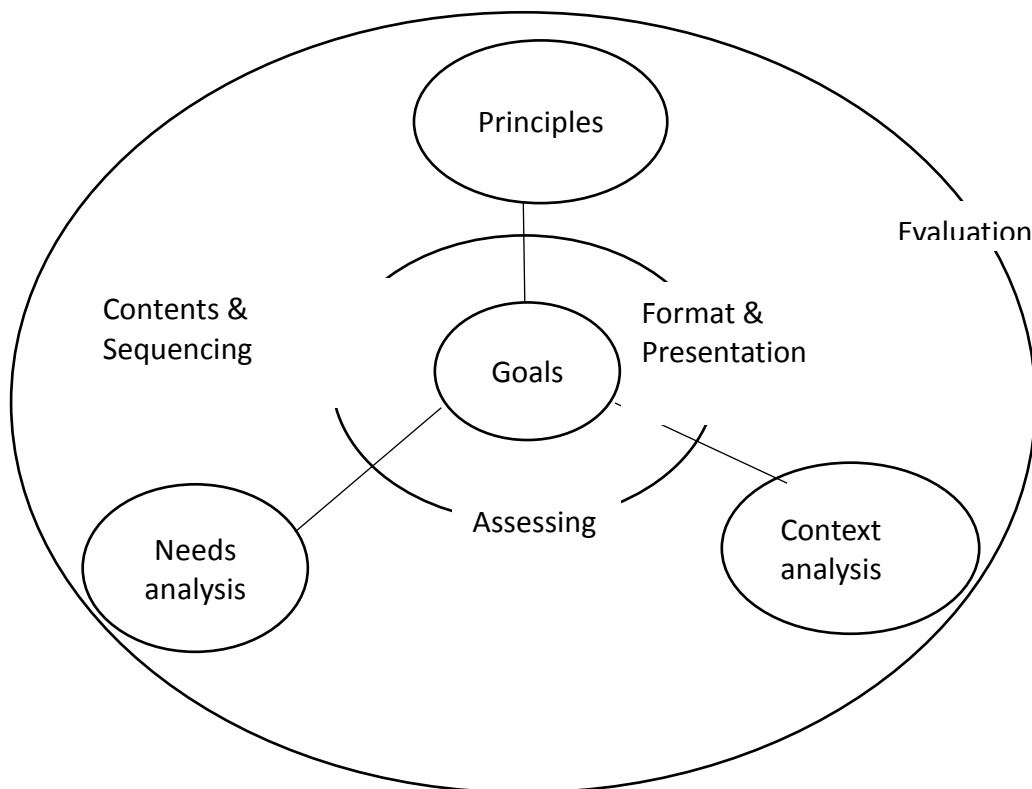


Figure 1 A model of English curriculum design process (Nation & Macalister, 2010)

Principles: Principles provide a structure for examining the variables that constitute the reality of curriculum design and the inter-relationships among them. Principles must be based on research and theory about English language education and allow variety and flexibility in their application to suit various teaching and learning contexts. The application of principles first involves determining which principles are the most important, and then monitoring their application throughout the design process. The result of that application is a course in which learning is given the utmost support.

Needs and context analysis: Needs as an internal factor and the context as an external factor constitute situational analysis, and needs analysis looks into necessities, lacks, and wants. It investigates what the language learners know already and what they need to know. Context analysis is defined as a detailed examination of the environment within which the curriculum is to be administered and the application of that analysis to curriculum planning. In undertaking context analysis, a curriculum developer is required to perform a needs assessment to identify problems, select appropriate factors, collect and analyze data, analyze the environment, and finally make recommendations as a basis for curriculum development. There is also a need to examine the nature of learners, teachers, and the teaching context. The steps are as follows.

- i. Identifying local needs
- ii. Understanding the local curriculum context
- iii. Facilitating subsequent curriculum development
- iv. Providing a database for devising curriculum goals and objectives

Contents and sequencing: This part of the inner circle represents the language items to teach and learn in a language course, the order in which they occur, and the ideas content used as a vehicle for the language items. The lessons of a language course can be organized in two major different ways – a linear development (the material in one lesson depends on the learning that has occurred in previous lessons) and a modular arrangement (each lesson is separate from the others and the lessons can be conducted in any order).

Assessing: It represents the necessity to give attention to observing learning, testing the results of learning, and providing feedback to the language learners about their performance and progress.

Format and presentation: At the format and presentation stage of the curriculum design process, the information gathered from needs and context analysis and the principles selected to promote learning come together in activities that involve the language learners. Decisions regarding constraints, needs, principles, content, and sequencing will be only indirectly observable through the format and presentation of the lessons. To provide a balanced range of opportunities for

language learning, an English language lesson needs to consist of four strands – meaning-focused input, meaning-focused output, language-focused-learning and fluency development.

Evaluation: Evaluation is the process by which we attempt to gauge the value and effectiveness of any particular educational activity. The large outer circle can involve examining various aspects of a curriculum to see if the course is effective and adequate and where it needs improvement.

This model has illustrated the procedure of designing English language curriculum in various teaching and learning contexts. English language teachers can refer to this model when they face curriculum issues or design their own curriculum in specific contexts.

4.1.2 Effective implementation

There are various perspectives of curriculum implementation, and researchers have developed different curriculum implementation models. While these theoretical perspectives and curriculum implementation models have their own advantages and disadvantages, it is recommended that English language curriculum design should be flexible, dynamic and recursive. English language curriculum implementation requires restructuring and replacement, and primary in this restructuring is fostering and molding changes in people. English language curriculum implementation occurs in specific and individual teaching and learning settings with varying history, unique competencies among staff, particular expectations among community members and various capacities with regard to materials and monetary resources. The implementation of the English language curriculum is more than delivering new course materials. It requires an understanding of the purpose of the program, the roles people will play, and those affected. This process needs to be planned, but not rigid. It requires constant fine-tuning and a community of trust.

Successful curriculum implementation results from careful planning with a focus on three factors: people, progress, and processes. To ensure that English courses are implemented effectively, both internal and external factors should be taken into consideration, and the key players in curriculum implementation must become involved in the process. Educators need to understand the structure of the school, its traditions and power relationships, and how school members see themselves and their roles. Successful curriculum implementers should realize that implementation must appeal to participants not only logically, but also emotionally and morally.

4.1.2.1 Incrementalism/Improvement

Many educators view implementation as a procedure for managing change. Implementers must engage in self-reflection on the actual purpose of the change being considered. Focusing on changing the curriculum and the school culture places emphasis on change management. Also, as

improvement equals increased quality and performance over time, sufficient time should be allowed for the change.

A control mentality often governs the improvement process, with various power groups striving to direct various avenues of change to serve their own particular purposes. Power groups range from political and parent power groups to educator power groups, and there must be cooperation among them if curricula that benefit students are to be implemented. Sufficient time must be allocated for English curriculum implementation if improved teaching and learning effects are to be achieved. Schools as a power group are encouraged to make flexible use of lesson time, school time (other than lesson time), and time during holidays to facilitate learning and teaching in the following ways.

- Arrange for double- or triple-period sessions per week or cycle, and allow uninterrupted stretches of time for extended tasks, projects, visits, and learner or professional activities.
- Set aside a short, regular period of time each day for reading to help learners to build up their reading habits and skills for lifelong learning.
- Plan school timetables and calendars that incorporate flexibility.

Teachers, as another power group, also need to manage their classrooms effectively and flexibly. Flexible grouping is one of the strategies that can be used to cater for variations in learners' needs, abilities, and interests. When grouping learners, the teacher should:

- recognize the individual differences in the group;
- avoid possible labeling effects on learners by changing the size and composition of groups as appropriate; and
- make decisions relating to the ability (i.e., similar- or mixed-ability grouping) and size of groups according to the purposes and requirements of the tasks at hand.

4.1.2.2 Communication

To ensure adequate communication, a curriculum specialist must understand a school's communication channels. Communication channels can be either vertical (between people at different levels of the school hierarchy) or horizontal (between people at the same hierarchical level). For example, communication between a principal and teacher is vertical, whereas communication between two teachers is horizontal.

Horizontal networking among peers is being encouraged in many school restructuring efforts. Collaborative lesson preparation, which constitutes a type of horizontal communication, is essential to curriculum development within schools. It provides a good opportunity for teachers to discuss experiences and ideas and to build rapport and team spirit within the English panel. Teachers do not work in isolation, in fact, they can make full use of networking and multimedia technology. During collaborative lesson preparation, teachers are encouraged to:

- review current practices with reference to the latest developments of the central English

language curriculum;

- improve the school-based English language curriculum based on a review of current practices and learners' work, performance, and feedback;
- develop appropriate teaching plans or strategies;
- select teaching content and design learning, teaching, assessment, and homework activities that suit learners' needs;
- share or develop teaching materials and learning resources; and
- establish mutual support and develop a collaborative culture within the panel.

4.2 Teaching and Learning

Successful curriculum implementation depends on effective teaching and learning as well as informed curriculum design. This section discusses some of the major principles for the effective teaching and learning of English.

4.2.1 Attention to the communicative dimension of language teaching and learning

Traditional language teaching focused on explicit knowledge, especially of grammar and vocabulary. Grammar and vocabulary were often taught for their own sake. Even when there was an awareness of language use as the ultimate goal of learning, the assumption was often that as learners had built up sufficient knowledge of grammar rules and lexical items, they would be able to 'use' the target language for 'communication' in due course.

Today, the field of second language teaching recognizes that communicative competence, rather than knowledge of grammar and vocabulary, is the goal of learning for the majority of second language learners. Success in language learning is not measured by how many grammar rules or lexical items learners knows, but by how efficiently and effectively they can use the target language through listening, speaking, reading, and writing in different situations in real life.

Research in second language acquisition has also refuted the earlier assumption that the ability to communicate would surface as long as learners had accumulated sufficient knowledge of grammar and lexis. Communicative competence, in the form of listening, speaking, reading, and writing, needs to be purposefully developed, and from the early stage of language learning.

Hence, while there will be times when teachers may need to focus on teaching grammar and vocabulary, they should not lose sight of communicative competence being the general goal of teaching.

4.2.2 Language form and language function

Two sets of concepts emerge from recognizing communicative competence as the general goal of language teaching and learning. Traditional language teaching concentrated on teaching language form, e.g., *has/have + past participle* being the form of the Present Perfect tense. Much of the teaching would aim to ensure that learners could produce the verb form for the tense correctly.

Communicative language teaching, which is the current paradigm in language teaching methodology, points to the need for addressing the function of a language item as well. For example, what do people use the Present Perfect tense for? That the Present Perfect tense serves a particular function can be seen in the following exchange between Speaker A and Speaker B:

A: Let's go to Tokyo this summer.

B1: I've been there three times.

B2: I was there three times.*

Obviously, the Present Perfect tense used in response B1 carries a function that is not served by the Simple Past tense used in response B2.

Hence, when dealing with a specific language item, teachers should also be aware of the function that the particular language item is serving, on top of its form.

4.2.3 Macro skills as modes of practice vs macro skills as channels of communication

The four macro skills of communication are listening, speaking, reading, and writing. Of these four macro skills, listening and reading can be categorized as receptive skills, which require users to make sense of language input. Speaking and writing can be categorized as productive skills, which require users to produce language for communication.

It is imperative that teachers distinguish the four skills as modes of practising new language items taught, from the four skills as channels of language communication in real life. In the classroom, the presentation of a new language item often begins with the teacher getting students to listen to

examples of the target language item (a new grammar structure; new vocabulary items, etc.). This is often followed by students repeating the examples, or taking part in teacher-guided practice, orally, and/or looking at the examples in written form. Finally, the students will practise the target language item in writing, either as classwork or as homework.

While the above activities involve listening, speaking, reading, and writing, they are modes of practicing a language item, rather than channels through which human beings communicate meaning. The implication for teaching is that while the former activities are necessary, teachers also need to ensure that there are macro skill activities that involve genuine exchange of meaning.

4.2.4 Accuracy and Fluency

As mentioned above, a macro skill can be employed as a mode of practice, or used as a channel for communication. For example, after presenting a grammar structure, say, the Present Continuous tense, the teacher may conduct a series of controlled oral practices to enable students to produce sentences in the correct “*is/am/are + ing*” form. The purpose of such practices is that students will master the correct form of the Present Continuous tense. It is thus understandable that such practice activities should aim for a high level of accuracy. When students make an error, the teacher may correct them instantly.

While this initial emphasis on accuracy is necessary, it cannot be assumed that the level of accuracy thus attained can be carried immediately over to authentic and communicative language use. After the initial controlled practice, students need practice activities (sometimes called pre-communicative activities) which are freer and more meaning-oriented. In these activities, students begin to use the language items that they have learnt and practiced under controlled condition, to convey meaning. The purpose of such activities is not simply to produce sentences which are correct in terms of language form, but sentences that express the intended meaning. Later, depending on the level of the students, the teacher may move on to activities which are highly communicative, i.e., activities which are free, which do not confine students to one or two language structures, and which get more attention to the content ideas to be conveyed.

Such pre-communicative and communicative activities, whether they are in the form of speaking or writing, are necessary if students are to achieve a high level of communicative competence. However, once students pay more attention to expressing meaning than production of the correct language form, errors will inevitably occur. In fact, the more risks that students take in expressing themselves, the more language errors they may produce. This is a natural part of language learning, and teachers should put such errors in proper perspective. The ability to produce language for

genuine communication, whether in speech or writing, with accuracy and communicative effectiveness, does not take place overnight.

There are two solutions that teachers can consider. The first is that at the end of an activity (speaking or writing) which has a major focus on communication of ideas; invite students to reflect on the language that they have used to see if any improvement can be made. For example, while students are engaged in a pair-work activity that involves an information gap, the teacher may move around, listen to the language produced by the students, and make a note of the errors that they have produced. When the students have finished, present some of these errors to the whole class and ask the students how they may be corrected. Similarly, in writing tasks which are more communicative, when students have finished saying what they have wanted to say, encourage them to look back on the language that they have used to see if there are any errors or sentences that can be improved.

The second solution is to promote extensive listening and reading. Students' mastery of the target language, in terms of both mastery of language form and communicative effectiveness, will be enhanced through additional exposure to the language they are learning.

4.2.5 Task orientation

Communicative language teaching (CLT) is usually taken to represent a set of principles that guide language teaching. One approach to realizing communicative language teaching in terms of curriculum design and classroom pedagogy is known as task-based learning (TBL), which puts *tasks* as the central concept in how we organize our teaching program and classroom activities.

Different models of TBL have been proposed. Some of these models have very stringent criteria for what counts as a *task*. These different models are based on different assumptions of second language acquisition, the goal of the second language curriculum, teaching environments, etc., and hence need not be followed to the letter in any particular education system; the broad notion of *task* is worth our attention.

Traditional language teaching resorted to much one-way lecturing by the teacher, which was based on the assumption that students learnt a language by listening to explanations on language points provided by the teacher. Listening to the teacher's explanations was equated with 'learning' the target language. Today, our understanding is that such listening constitutes only one part of the language acquisition process. The emphasis on *tasks*, even if the term is to be interpreted loosely, is

a reminder that on top of teacher explanations, much of class time needs to be devoted to engaging students in a variety of activities, whether they are in the form of teacher-led interaction, whole-class repetition, pair work, group work, games, or individual reading or writing.

One way to guide the creation of learning tasks is to think along the lines of linguistic challenge and/or cognitive challenge. Linguistic challenge refers to the language difficulty involved in processing the task. Is the language involved, whether it is for receptive or productive use, too difficult or too easy for the students? If the language required for completing the task is way above the students' present level, they will not be able to handle it. If the language required for completing tasks remains too easy for the students, then their language ability will not develop for lack of challenge. Cognitive challenge refers to the mental demand that is involved in completing the task. Does the task require some thinking? Is this thinking too simple or too complicated for the students? An appropriate level of cognitive challenge not only satisfies students' psychological needs, but also shows indirectly how language learning is intertwined with real life activities.

There are times when we need to give students that sense of security of being able to complete task with some effort, and times when we need to stretch their ability so that their language ability will develop and their motivation will be sustained.

4.2.6 Learning to learn

Recent advances in language teaching methodology have paid increasing attention to the role of the learner in the teaching and learning process. This is in line with the general trend, in curriculum and teaching, of developing the learner as a self-directed, autonomous, learner. This development has particular significance for language teaching given the nature of language learning. Specifically, when students are motivated enough, they can learn a lot more about the language through extensive listening and reading, and looking up language references themselves, than from the teacher's input only. One way to facilitate that is to provide students with learner training. For example, instead of explaining all the new vocabulary items in a reading text to students, students should be encouraged to guess the meanings from the context, and/or look up some of them in the dictionary before/after the lesson.

Showing students how to use a dictionary is a form of learner training. But learner training can take many forms. In their day-to-day training, as long as teachers refrain from imparting all the target information to students, and instead provide students with examples and guide them to deduce a pattern, work out a generalization, etc., they are providing students with learner training. This

heightened language awareness will be invaluable to students as they continue to learn the language. For instance, in presenting count nouns and non-count nouns, rather than explain the 'rules' to the students, teachers can show students examples of the two types of nouns from a context, and guide students to see the difference between them. This heightened sensitivity will be useful to students when they come across special cases of count nouns and non-count nouns later.

4.2.7 Differentiated Instruction

Learners differ in terms of their beginning proficiency, rate of language acquisition, learning style, and motivation. It is not uncommon today to find students with different levels of language ability within the same class. Catering for individual differences is becoming a core responsibility of the teacher.

There is now a literature on differentiation instruction in general, and on mixed ability teaching in language pedagogy. It may take some time for teachers to master the techniques for catering for individual differences, but an awareness and acceptance that learners are different is a necessary first step. For a start, teachers may pay more attention to grading their teaching content for different ability levels. For example, in whole-class teaching, teachers may have a stock of questions that range from easy to difficult, and distribute these questions accordingly during a lesson so that most students, whatever their ability, have a chance to display their knowledge and ability. For written classwork and homework, teachers may use graded worksheets (at 3 different difficulty levels) with students of different abilities.

Of course, sometimes other considerations may be at play. For example, when putting students together for pair-work or group work, there are times when the teacher may pair up a more able student with a less able student, so that the latter can learn from the former.

A word of caution may be necessary here. With the awareness that less able students should also be attended to, some teachers may constantly simplify the task demand, thinking that such learners will then get a sense of accomplishment. While this may be necessary in the beginning to build up students' confidence, continuing to do so indiscriminately may result in less able students falling further and further behind the average students. Hence, teachers need to be alert to such students' progress, and raise the linguistic and/or cognitive challenge of the learning activities, when the students are ready.

4.2.8 Communicative language learning activities and tasks

While activities like rhymes, chants, tongue-twister, songs, stories and games can be used in secondary English classes, more communicative language learning activities and tasks can be employed to enhance secondary students' language learning. These activities and tasks include oral presentations, survey reports, speaking contests, debates, drama performance, and reader's theater, etc., which provide opportunities for meaning negotiation and interaction and can enhance secondary students' language learning motivation and interest. They help to keep up students' interest in learning English, and build a pleasurable atmosphere in the classroom for language learning. These activities also have the advantage of catering for less confident or adventurous students, who are often less willing to speak out.

Videos of such activities can now be found quite easily on the Internet. When choosing such activities for a lesson, teachers may make their own choice on the basis of either the topic, i.e. something which is related to the theme of the current teaching unit, or the language, i.e., something which is related to the current target language focus (e.g., phonics, grammar and vocabulary).

However, teachers need also to consider the age and development of the students. For example, with secondary students, avoid using resources or activities that make students think that they are being treated as very young children.

4.2.9 Application of technology

The field of computer-assisted language learning has advanced phenomenally quickly in the last ten years. Technology has opened up many possible language learning activities which hitherto could not even be conceived of.

Certainly the application of technology in language teaching depends on factors such as the availability of hardware, and schools' mobile infrastructure. If teachers are teaching at a school which is well-equipped for e-learning, they should then look for opportunities to enhance their teaching with technology.

Of course, it has to be emphasized that teachers should not use technology just for the sake of using it. After all, it is the teacher's creativity and teaching ideas that are crucial. Technology should be supporting teachers' teaching ideas, and not replacing teachers. But, as discussed above, technology makes many language learning activities possible which would be otherwise impossible. Hence, if their teaching situations permit, teachers should keep an eye open for opportunities of enhancing their teaching with technology.

4.3 Development, construction and utilization of school curriculum resources

To facilitate English language curriculum implementation, curriculum designers must provide the necessary support for their recommended curricular innovations or modifications by developing, constructing and utilizing school curriculum resources. They and the entire school community must facilitate the building of capacity and capability.

In-service training and staff development

In-service training and staff development are necessary for teachers who lack a good understanding of the curriculum and its creation process:

- Effective in-service programs result from collaborative efforts and address the needs of those who will be affected by the new curriculum.
- In-service programs are sufficiently flexible to respond to changing staff needs.
- In-service programs should be scheduled at convenient times for curriculum implementers.
- Open discussions of curricula and the numerous modern technologies available, as well as professional training in particular fields, are necessary.

Financial support

Funding is required to obtain new materials and equipment and to pay those involved in new curriculum implementation. At the local level, five steps are involved in budgeting for new programs: preparation, submission, adoption, execution, and evaluation. When a new program is going to be adopted, the school board needs to allocate funds for specific educational materials.

Trusting relationships

There must be a trusting relationship among all parties in the school for effective curriculum implementation, particularly between administrators and teachers. In addition, good peer relationships among teachers and a trusting relationship among different administrative departments are also conducive to smooth implementation.

4.4 School curriculum leadership

School leaders, usually the school principal, English course supervisor, and curriculum director, serve as the curriculum leaders within schools, although English teachers and curriculum consultants can also be curriculum leaders in initiating curricular changes. In the planning,

development, and management of a school-based English language curriculum, curriculum leaders are expected to take up different roles in serving as change agents. Sometimes, students, parents, and members of the wider community can also get involved if given the chance to provide feedback on the new curriculum and its implementation process.

4.4.1 School Heads/Principals

The school principal's leadership is critical to the success of curriculum implementation. Principals determine the organizational climate and support those involved in curricular change. They need to take responsibility for piloting the change and leading administrative and instructional departments at various levels. Principals thus need to:

- adopt effective policies of instruction and evaluation;
- allocate and apply resources rationally and promote new types of educational technology;
- plan school-based training for teachers' professional development;
- invite curriculum consultants and experts to discuss educational theories and effective teaching models and to support such innovations as flipped classrooms and learning communities;
- make arrangements for peer communications, class observations among teachers, and collaborative lesson preparation to allow teachers' to benefit from one another's practical experience;
- establish and maintain positive relationships with parents; and
- create a favorable language environment informed by cultural knowledge of the target language.

4.4.2 English Curriculum Supervisors and Curriculum Directors

Curriculum implementation must be supervised and monitored. Supervisors provide direction and guidance, and make sure that teachers have the skills to deliver courses and implement changes in the desired ways. Effective supervisors realize that they must adjust their tactics to the situation and participants at hand. They serve as a bridge linking superiors and subordinates and a channel for collecting and delivering messages. Curriculum supervisors:

- organize teaching seminars and meetings for same-grade English teachers in which they prepare teaching plans or syllabuses together, analyze textbooks, and collect suggestions for further teaching research;
- evaluate the curriculum and teachers and analyze the outcomes to improve curriculum design and implementation;
- help teachers to acquire the requisite pedagogic and curricular knowledge for curriculum

implementation to ensure that they are positioned to develop, evaluate, and revise school-based textbooks to suit student needs;

- design teachers' schedules and timetables flexibly; and
- coordinate with other administrative staff to promote effective communication.

4.4.3 English Teachers

Teachers are central to any curricular improvement, as they are directly involved with its implementation in the classroom. Teachers should thus possess the expertise to:

- adhere to the essence of the innovation while adapting to student needs;
- cultivate students' English skills using scientific and effective methods from the English Research Group and teacher training;
- bring their own knowledge, experience, and disposition to the curriculum and modify it to fit the current situation;
- modify their methods of teaching based on the outcomes of curriculum and teacher evaluation;
- discuss their experiences with colleagues and supervisors and engage in self-reflection;
- be creative and innovative in the teaching process; and
- adopt interactive strategies to create a positive English language learning atmosphere in the classroom.

4.4.4 Curriculum Consultants

At times, a school district may wish to bring in an external facilitator or coordinators. External consultants can help schools to analyze and assess programs and obtain grant funding. Most are based in colleges and universities, and can:

- cooperate with teachers in addressing development or implementation issues;
- work with teachers throughout the curriculum development and implementation process;
- establish peer support systems, coaching, and networks for working with internal facilitators; and
- guide teachers toward information that will help them to become comfortable with, and knowledgeable about, the innovation in question.

4.5 Professional development of teachers

Lifelong teacher professional development plays a crucial role in upholding the quality of education offered to students. In this regard, implementing the school-based curriculum provides useful and practical impetus for professional development as teachers (a) continue to reflect on and refine the school-based teaching program on an on-going basis, and (b) strive to effectively implement the teaching program effectively in day-to-day classroom teaching. Teachers should, therefore, recognize the importance of, and be open to, lifelong professional development.

Some of the principles for professional development have been mentioned in Section 4.4. Below are examples of specific professional development activities that teachers may like to engage in:

- peer lesson observation;
- producing and sharing teaching and learning resources with colleagues;
- in-house workshops for teachers to share their teaching ideas with each other;
- action research projects;
- collaborative lesson planning;
- keeping a teaching journal;
- joining professional organizations and taking part in their activities;
- reading, and writing to, professional journals and magazines;
- attending professional development courses, events, etc.;
- mentoring new teachers;
- team teaching;
- making use of online resources for teacher development;
- visiting, volunteer teaching, etc.
- taking part in activities, competitions, etc. organized by professional organizations.

Chapter 5: Curriculum Assessment

5.1 Purposes and Significance of Curriculum Assessment

Assessment is an essential curriculum element, and is crucial to the learning-teaching-evaluation cycle. It can be defined as the application of scientific methods such as examining, testing, and observing to the collection and interpretation of information about students' learning, and its effects in relation to the syllabus and learning outcomes. English language assessment can provide information about a student's abilities as an English user/learner in relation to the curriculum and its learning outcomes. This information collection and interpretation process serves a wide range of purposes, assisting teachers in optimizing their teaching design and students in the learning process and outcomes.

In general, assessment enables teachers to measure and report on students' attainment and then rank and select them accordingly. Assessment also enables teachers to predict future performance, identify students' strengths and weaknesses, and diagnose any learning problems, for which they can then offer support and scaffolding. In secondary education, English language assessment measures and reports on secondary students' listening, reading, writing, speaking, vocabulary, and grammar in relation to curriculum objectives, or other more generic skills. This provides invaluable information to teachers and educators, enabling them to track students' language development and pinpoint any linguistic deficiencies, and give quality feedback for improvement.

5.2 Approaches to Assessment

English language education enables oral and linguistic knowledge to be developed, and also aims to improve students' generic skills such as collaboration, communication, problem-solving, etc. With this in mind, it is important to adopt different modes of assessment that relate to specific teaching and learning objectives. The three approaches - assessment *for* learning, assessment *of* learning, and assessment *as* learning serve related but different educational purposes. Assessment *of* learning has a cumulative assessment purpose, and is about grading and reporting, while

assessment *for* and *as* learning have formative assessment purposes, and are explicitly intended to make assessment a part of teaching to support students' language learning.

5.2.1 Assessment of Learning

Assessment of learning is usually carried out through cumulative assessment (e.g., tests or examinations) at a particular point of time (e.g., the end of a school term or year), and the results are usually expressed symbolically as grades or marks. The purpose is to certify the learning of students, informing them and their parents of their relative position among peers. Unlike assessment for learning, teachers do not provide students with any additional direction or advice for improvement but direct their efforts to marking, grading, and producing a rank of order. Students are assessed at the end of a learning stage, so their overall performance can be reflected. Assessment of learning is long-established in education, and is widely accepted by parents and the public and will influence students' future development. The assessment tasks of learning should therefore be used in teaching as a reference for long-term planning.

The practice of *assessment of learning* requires the use of assessment tasks that provide appropriate contexts for learners to apply their language knowledge, skills and strategies, generic skills, and values and attitudes. Students are required to complete the tasks independently. Following is a list of substantiated guidelines that should be used by teachers to design assessment tasks:

- Include a variety of tasks and activities that cater to secondary learning and teaching targets and objectives. It is better to use pen-and-paper activities to test receptive vocabulary knowledge and oral presentations to measure the ability to produce language. Teachers should enrich task types by including open-ended questions in reading tasks to stimulate creative language use and critical thinking.
- Contextualize activities and relate them to learners' experiences. Reading passages are selected and adapted from real-world sources and different forms of text (e.g., academic, fiction, news, etc.) that students may encounter, or listening materials that feature natural language with pauses or repetitions.
- Develop clear, concise and accurate rubrics, task-specific criteria and marking schemes. Inter-rater reliability should be achieved among teachers when scoring in alignment with specified learning targets and objectives.

5.2.2 Assessment for Learning

The purpose of assessment for learning is to provide quality feedback that will benefit students and

improve their performance. Assessment for learning is carried out during the teaching process, and helps teachers diagnose students' needs, expectations, abilities, and interests. It enables them to monitor the content and process of learning, improve their teaching strategies, and provide timely and useful feedback for the enhancement of learning and teaching.

Learning assessment is usually carried out using multiple formative assessments throughout the learning process. In-school assessment activities can provide the appropriate method to track students' progress:

- Provide to-the-point feedback on mistakes made in *homework*.
Homework can be in written or oral form, and should allow teachers to diagnose students' strengths, weaknesses and progress. Teachers should summarize the underlying reasons for why students make certain mistakes (e.g., L1 influence on L2 phonetic acquisition) and provide appropriate remedies.
- Use an evaluation checklist to assess students' *oral presentations* and involve peer-feedback.
Oral presentations are designed for communicative and informative purposes in language classrooms. Teachers should assess students' performance according to a detailed evaluation checklist, which allows for the assessment of pronunciation, communication and critical thinking skills.
- Initiate questions concerning learning difficulties by *conferencing*.
Conferencing is a discussion between a teacher and a student or a group of students during which the teacher should ask questions that motivate students to discuss, reflect and express their views voluntarily. For example, in a reading course, a teacher can check students' understanding of the textbook, their reading interest and difficulties, and use their findings to provide students with the appropriate support.
- Provide feedback on *learning tasks and activities* and *assessment tasks*.
Learning tasks and assessment tasks should be designed in accordance with the learning targets and objectives. They can be in diverse forms, such as show-and-tell, games, presentations, group discussions and skits. Teachers should conduct pre-, during and post-activities, and provide language support activities for learning tasks but not necessarily for assessment tasks.
- Guide peer- and self-review and editing on *shared writing* and *process writing* activities.
In shared writing, the whole class and the teacher compose an essay together. In process writing, students go through different stages of writing, including planning (i.e., brainstorming, researching and outlining), drafting (i.e., writing, rewriting and revising) and finalizing (i.e., editing) before achieving a final product. As the teacher leads both

exercises, the associated pressures are reduced.

- Consider the use and application of language and generic skills in *projects*.
Teachers should assess both products and processes. Both language skills and generic skills, such as communication and collaborative skills, are examined. For instance, in a process-writing exercise, teachers get involved by observing, conferencing, reading the final product and giving timely feedback.
- Track developmental progress using *portfolios*.
A portfolio is a collection of a student's work that captures their development of language knowledge, skills and attitudes. For instance, dictation marks, classroom quizzes, writing tasks, oral presentations and conferencing records for an entire semester can be included in a portfolio.
- Develop *self-assessment* and *peer assessment* skills.
Self-assessment refers to the assessment that learners give themselves. Peer assessment refers to the feedback that students give to others on their performance. Teachers can show students how to edit and proofread their writing, and provide them with self/peer assessment forms, questionnaires or checklists.

The purpose of conducting various assessment activities is to collect information about a learner's language knowledge and skills, and their values and attitudes. To facilitate learning and enhance teaching, teachers should provide encouraging, constructive and specific feedback that is clearly linked to the criteria for successful learning.

5.2.3 Assessment as Learning

Assessment as learning highlights the role of the student in connecting assessment and their learning by understanding information, linking new knowledge to known information and constructing new learning. They regulate their learning process by using teachers' feedback to adjust and adapt the learning. For teachers, their focus is directed to support students to develop and practice skills to become critical self-assessors who are good at reflecting and interpreting their learning process and outcome. Self-assessment, self-monitoring and self-regulation are the core of learning and the focus of assessment as learning. The task of teachers is to co-work with students to decide what and how to keep record of learning and assist students in forming the habit of reflecting on their work and making judgments in making future learning on the basis of present work. Take giving feedback as an example. The teacher should provide descriptive instead of evaluative feedback which is in the form of grades or short comments expressing approval or disapproval.

There are several steps teachers should take when giving *descriptive feedback*:

- Tell students they are right or wrong.
- Describe why an answer is correct or incorrect.
- Tell students what they have achieved or have not achieved.
- Specify or suggest better approaches to learning.
- Encourage children to suggest ways to improve.

To develop students' self-assessment strategies, teachers should pay attention to the following techniques:

- Encourage students to embrace and engage in self-assessment by regularly providing opportunities for emotionally safe and successful learning. For example, assign oral tasks that are suitable for the students' abilities and commend their performance.
- Show students multiple "expert" examples of work to set a standard of achievement that they can apply to their own work. For example, encourage students by using exemplary works to set writing standards.
- Provide current, accurate and focused feedback, with examples that allow students to understand the gap between their work and the "expert" examples. For instance, informal feedback on the oral presentation of a speech can refocus attention on techniques used in successful public speaking.
- Keep descriptive records of students' learning in addition to grades. For instance, establish a portfolio.
- Launch discussion sessions for students to exchange, discuss and analyze ideas and performance. For instance, arrange for the class to sit in a circle and have a detailed discussion before giving peer-feedback.
- Self-assessment is a complex skill that can only become an automatic habit of learning through industrious and repeated practice. For instance, constructive feedback should be implemented in different aspects of teaching reading, writing, listening and speaking.

Despite the different focuses of the three approaches to assessment, it is necessary to strike a balance under the school curriculum. The following table summarizes the features of the three types of assessment and shows the relationship of the approaches to one another.

Table 2. Features of Assessment *of, for and as learning*

<i>Approach</i>	<i>Purpose</i>	<i>Reference Points</i>	<i>Key Assessor</i>	<i>Strategies</i>
Assessment <i>of</i>	Judgment about	Other students,	Teacher	Evaluative

learning	placement, selection, promotion, credentials, etc.	standards or expectations		feedback, standardized tests
Assessment <i>for</i> learning	Information for teachers’ instructional decisions and to clarify student learning and understanding	External standards or expectations	Teacher in charge and student as contributor	Descriptive feedback, self-assessment and peer assessment and reflection
Assessment <i>as</i> learning	Self-monitoring and self-correction or adjustment for student to develop self-initiative and responsibility for their own learning	Personal goals and external standards	Student in charge and teacher for guidance	

5.3 Principles and Strategies of English Language Assessment

Secondary English language assessments should take into account the following specific principles and strategies.

5.3.1 Comply with language teaching and learning requirements

Assessment design and conduct is an integral part of the teaching-learning-assessment cycle and should be in line with the English language education/learning curriculum. Teachers should adhere to the education guidelines when formulating objectives and key assessment points, and when designing test items.

5.3.2 Provide balanced and adequate coverage of the learning targets and objectives

English language education provides the potential for oral and linguistic knowledge development and to enhance generic collaboration, communication, and problem-solving skills. Assessment activities should be designed to focus on the integration of these four language skill areas and the general learning ability of students. For example, pen-and-paper tests can address content, organization, and language use while performance tasks and projects are suitable for evaluating students' collaboration skills, critical thinking, and attitudes.

5.3.3 Select the assessment method by considering the learning targets and objectives

A variety of assessment content and methods should be considered and carefully selected, as the range of learning outcomes can be very broad. Teachers should choose the appropriate assessment methods and activities for both basic linguistic competency and generic skills. Pen-and-paper tests, for example, should not be solely used to assess students' performance in achieving spoken learning targets.

5.3.4 Develop assessment guidelines that cater to specific needs

The needs of both school and students should be considered when developing the language education curriculum. The school should encourage discussions that include all teachers, to attempt to establish a consensus. Assessment guidelines relevant to the classroom context and the whole school can then be formulated. The specific teaching context and individual differences should also be considered so that assessment activities suitable for students' particular learning styles and needs can be devised.

5.3.5 Contextualize and relate activities and items to students' experience

The assessment principle of authenticity can be applied when designing a language test in the following ways: 1) the language in the test is as natural as possible; 2) items are contextualized rather than isolated; 3) topics and situations are interesting, and relevant; 4) items are thematically organized (e.g., through a storyline); and 5) tasks represent, or closely approximate, real-world tasks (Brown & Lee, 2015).

5.3.6 Align the assessment framework with the teaching curriculum

Assessment is an integral part of the teaching-learning-assessment cycle, and its purpose is to

promote and improve students' learning. For learners of English, it can establish their capabilities, on the basis of the aims and learning outcomes set out in the curriculum. Therefore, assessment should be aligned with instructional planning decisions. The advantages of considering teaching and learning objectives are that it makes the assessment process easier, and it identifies the key points and difficulties in teaching, which in turn makes teaching and learning more effective.

5.3.7 Focus on English communicative competency

Secondary English education focuses on cultivating communicative competence in English. The four skills (listening, speaking, reading and writing) represent the essential components needed to gain competency in a language. Therefore, an appropriate assessment should examine students' communicative competence in English by evaluating the student's mastery of vocabulary, grammar and syntax, reading level, listening comprehension, conversation ability and writing skills. Tests that assess all four language skills should also be implemented, as these skills promote overall communicative ability.

5.3.8 Plan a balanced assessment framework

Schools and teachers should incorporate both cumulative and formative methods into their assessment frameworks. Formative assessment, or assessment *for* and *as* learning, can be implemented regularly in daily teaching and used to identify learning problems, enabling the teaching approach to be adjusted accordingly. Cumulative assessment, or assessment *of* learning, can be conducted at the end of each learning stage to fully evaluate students, and long-term teaching plans can be developed from its conclusions. The relationship of the different approaches should be based on the requirements of the school and the teaching objectives. The assessment framework should assess the listening, reading, speaking, and writing skills of the students, and their grammar and vocabulary, in a valid, reliable, and holistic manner. Assessing general development and ability should not, however, be ignored.

5.3.9 Identify students' learning gaps and needs

Schools and teachers should plan according to students' individual learning strengths and weaknesses. For example, schools can stream students according to their competency and set exams accordingly, enabling the assessment results to accurately reflect students' needs and provide convincing evidence for any necessary adjustments to teaching objectives or design.

5.3.10 Weigh Objective and Subjective Tests

Assessment should be offered in a wide range of formats, including objective and subjective evaluations. Objective tests include quizzes, multiple-choice tests, true/false and fill-in-the-blanks tests. The advantages of objective tests are that they are less ambiguous in defining and implementing scoring, they are more comprehensive and demonstrate a good level of discrimination. The disadvantages are that objective evaluations require greater expertise to compile valid and reliable tests, and they cannot reflect generic skills, which are also learning targets for the students. Subjective tests include essay writing, oral activities and discussions. It is easier for teachers to give an overall judgment of both linguistic ability and generic skills using subjective tests. However, the biggest disadvantage is the possible influence of raters' judgments. Therefore, schools and teachers should aim to balance the two types of assessments.

5.3.11 Provide rich, qualitative, and formative feedback

Teachers should provide students with feedback both formally and informally, according to the different modes of assessment used, so a wide range of language skills, learning strategies, attitudes, and behavior can be developed. Students will then receive confirmative appraisals and if necessary can be supported through timely modifications to teaching practices.

Chapter 6: Introduction to English language curriculum resources

6.1 English language teaching and learning resources

English language teaching and learning resources refer to anything that can be used to facilitate the learning of English, such as textbooks, worksheets, magazines, videos, websites and mobile phone interfaces (Tomlinson, 2012). These learning resources can be delivered in print or through electronic displays (e.g., CD-ROMs, DVDs and the computer) to provide learners with language experience and guide and encourage them to practice the target language. The learning materials in English language instruction can be classified into three groups: textbooks, supplementary teaching and learning materials, and electronically delivered teaching and learning materials

6.1.1 Textbooks

The textbook is the basic teaching material in the majority of secondary English classrooms. Quality textbooks benefit both language learners and teachers by allowing learners to achieve the set learning goals progressively, while saving teachers' time and energy in preparing lessons. Textbooks also help school administrators guarantee uniform and standardized language teaching. However, language teachers should not be constrained by the textbook in their classroom instruction. Instead, teachers should select and modify textbook materials to cater to the actual needs and wants of their students and in accordance with their learning abilities.

While considering the use of textbooks, secondary English language teachers should take note of the following:

- Using different parts of the textbooks flexibly to cater to the interests, needs and abilities of language learners.
- Avoiding any adaptation that violates the rationale underlying the design of the textbooks.
- Adding relevant background knowledge to contextualize the content of each lesson and activity.
- Excluding overlapping sections that have already been taught and activities that do not meet learners' needs or maintain their interest and motivation.

- Dividing challenging parts into subsections to decrease difficulty and facilitate learning and the completion of tasks.
- Designing task-based and project-based group activities to promote further language learning.

6.1.2 Supplementary teaching and learning materials

In addition to textbooks, a wide range of print materials can be used as alternative or supplementary materials in English language classroom instruction. Magazines, reference books, worksheets, flash cards and other language arts materials are all important materials for language learning. These print materials are effective for English language education as they prompt English teachers’ classroom instruction and enrich curriculum design. English teachers can use these learning materials to design collaborative learning activities both inside and outside of the classroom to enhance learner interest and knowledge integration ability. Some examples of supplementary teaching and learning materials are listed in the table below.

Table 3 Examples of supplementary learning materials

Category	Examples
Listening and Speaking	<ul style="list-style-type: none"> ● <i>Speaking Across the Curriculum: Practical Ideas for Incorporating Listening and Speaking into the Classroom</i> ● <i>Speak Out! Debate and Public Speaking in the Middle Grades</i>
Reading	<ul style="list-style-type: none"> ● <i>To kill a Mocking Bird</i> ● <i>The Great Gatsby</i>
Writing	<ul style="list-style-type: none"> ● <i>Fifty Ways to Practice Writing: Tips for ESL/EFL Students</i>
Language Arts	<ul style="list-style-type: none"> ● <i>The Learning and Teaching of Poetry (Secondary 1 – 3)</i>

While considering the use of supplementary materials, secondary English language teachers should take note of the following (to name a few):

- Using worksheets on vocabulary and grammar exercises.
- Using flashcards for memorizing vocabulary and drilling activities.
- Using language arts materials (e.g., poems, encyclopedias and magazines) to cultivate learners’ cross-cultural awareness, reading ability and interest in language learning.

6.1.3 Electronic teaching and learning materials

The information technology (IT) era has introduced new technologies in the field of developing materials for English language teaching. English teachers and learners now have access to a wide range of English language learning and teaching materials available through computer software, courseware and websites (e.g., Facebook, blogs and YouTube). These electronic materials provide learners with authentic texts and allow them to connect with the outside world where English is used for real communicative tasks, thus making their language learning more meaningful, interactive, and authentic. Furthermore, electronic materials free teachers from the constraints of textbook use and give them choice and rapidity in finding information (Maley, 2011). Some common electronic materials used for language teaching and learning are listed in the tables below (Motteram, 2011).

Table 4 Examples of electronic materials

Type	Examples
Multi-media resources	<ul style="list-style-type: none"> ● CD-ROMs ● PowerPoint ● Courseware ● Podcasts ● Audio-visuals
Web-based resources	<ul style="list-style-type: none"> ● Wikipedia ● YouTube ● Blogs
Information technology tools	<ul style="list-style-type: none"> ● Facebook ● Wiki ● Google Docs ● Classroom activity tools (e.g., Socrative, Kahoot, Quizlet, Nearpod)

Table 5 Useful on-line resources and websites

Category	Website title	Website Address
On-line resources related to DSEJ	Center of Educational Resources	http://www.dsej.gov.mo/cre/index-c.htm
	Community of Youth and Community	http://portal.dsej.gov.mo/www/portalspace/discuz/dsej_main_index.php?styleid=3
	Teaching resource base (including instructional design,	http://portal.dsej.gov.mo/www/portalspace/discuz/dsej_getcontent_page

	pictures, websites, etc)	php?con=portalspace/teachmai/resource/main.html&styleid=1
	Teaching Media Delivery Service	http://www.dsej.gov.mo/cre/media/express_e.htm
	Digital campus-classroom (one-stop e-education service for giving a new form of interactive teaching and learning)	http://info.education.cloudmacau.com/?utm_source=DCC_banner&utm_medium=banner&utm_campaign=AreYouTeacher&utm_term=Classroom&utm_content=%E4%BD%A0%E6%98%AF%E6%95%99%E5%B8%AB%E5%97%8E%EF%BC%9F%E7%AB%8B%E5%8D%B3%E9%80%B2%E5%85%A5
	On-line Public Access Catalogue of DSEJ Library	http://lib.dsej.gov.mo/
	Recommendations of English learning websites	http://portal.dsej.gov.mo/www/portalspace/discuz/viewthread.php?tid=193&extra=page%3D1
	Recommendations of teaching pictures	http://portal.dsej.gov.mo/www/portalspace/discuz/dsej_getcontent_page.php?con=portalspace/teachmai/resource/pic.html&styleid=1
	Recommendations of books, CDs, and DVDs	http://www.dsej.gov.mo/cre/recommendation/main_e.htm
	Information of new book (Cont.)	http://www.dsej.gov.mo/cre/recommendation/book_e/book3_e.htm
	Professional training and workshop	http://www.dsej.gov.mo/cre/training/notes.html
	Award scheme on instructional design	http://www.dsej.gov.mo/cre/tplan/award.htm
	Award-winning works of instructional design	http://www.dsej.gov.mo/cre/tplan/award.php
Community resources in Macau	English Language Center (University of Macau)	https://fah.umac.mo/elc/
	University International College (The Macau University of Science	http://www.must.edu.mo/en/uic-en

	and Technology)	
	Macau English Debating Association (MEDA)	https://www.facebook.com/macadebate/
Lesson plans and materials	English Online: Materials for Teaching English	http://www.eleaston.com
	Learning Resources	http://literacynet.org/cnnsf/
	ESL Discussion Center (Forum for discussing ESL/EFL activities and games)	http://eslcafe.com/discussion/
	ESL Quiz Center	http://www.eslcafe.com/quiz/
	Resource Packages for task-based learning (for secondary 1-3)	https://cd.edb.gov.hk/eng/references/secondary/task/index.htm
	Task-based Learning and an Exemplar Module for Key Stage 3	https://cd.edb.gov.hk/eng/references/secondary/ks3/index.html
	Task-based Learning and an Exemplar Module for Key Stage 4	https://cd.edb.gov.hk/eng/references/secondary/ks4/index.html
Resources and databases	Selected links for EFL and ESL students	http://iteslj.org/ESL.html
	Web Projects for ESL/EFL Class	http://www.kyoto-su.ac.jp/index.html
	Personal Pages of ESL Teachers (A database of ESL/EFL teachers' home pages from around the world)	http://iteslj.org/links/TESL/PersonalPagesofESLTeachers/
	English Language Teaching Resources	http://www.ohiou.edu/esl/index.html
	Teachers Helping Teachers	http://teachershelpingteachers.info/
Phonetics (Junior secondary level)	When Language Arts Meets Phonics	http://cd1.edb.hkedcity.net/cd/eng/phonicsinactionjs/home.html media/2015/1503_e.htm
Writing	E-cards	http://www.bluemountain.com/
Mass Media	South China Morning Post	http://www.scmp.com/
	BBC World Service	http://www.bbc.co.uk/worldservice/
	USA Today	http://www.usatoday.com/
Games	Dave's ESL Cafe	http://www.eslcafe.com

	ESLgames.com	http://www.eslgames.com/
Grammar	Guide to Grammar and Writing	http://grammar.ccc.commnet.edu/grammar/
	Online English Grammar Resources	http://www.edufind.com/english/grammar
Idioms	ESL Idiom Page	http://www.eslcafe.com/idioms/
Language Arts	One Stop English (A Leading ELT Resource Site)	http://www.onestopenglish.com/
	English Poetry Database	http://www.lettrs.indiana.edu/epd
	ESL Teachers Board	http://www.eslteachersboard.com/cgi-bin/articles/index.pl?noframes;read=878
Dictionaries	Longman Dictionaries	http://www.ldoceonline.com
	Synonym Dictionary	http://vancouver-webpages.com/synonyms.html
ESL-related Centers in Hong Kong	The Independent Learning Centre (The Chinese University of Hong Kong)	http://www.ilc.cuhk.edu.hk/english/index1a.asp
	TeleNex (University of Hong Kong)	http://www.telenex.hku.hk
	English Language Centre (The City University of Hong Kong with links to listening and dictation exercises)	http://www.cityu.edu.hk/elc
	Centre for Language in Education (The Education University of Hong Kong)	http://www.eduhk.hk/cle/en/index.php
	Language Centre (The Baptist University with many links to materials for self-access learning)	http://lc.hkbu.edu.hk/
Associations	Teachers of English to Speakers of Other Languages (TESOL)	http://www.tesol.org/
	The Computer Assisted Language Instruction Consortium	http://www.calico.org/
	The British Council	http://www.britishcouncil.org/new/
	The American Council on the	http://www.actfl.org/

	Teaching of Foreign Languages (ACTFL)	
ESL/EFL Publications	<i>ELT Journal</i>	http://eltj.oxfordjournals.org/
	<i>TESOL</i>	http://www.tesol.org
	<i>The Internet TESL Journal</i>	http://iteslj.org/

While considering the use of electronic materials, secondary English language teachers should take note of the following:

- Avoiding excessive reliance on electronically delivered learning materials by integrating different types of materials into classroom instruction.
- Using multi-media resources to design authentic and meaningful tasks and promote language learners' engagement in classroom interactions.
- Using authentic, attractive and appropriate information and learning experiences from online resources such as Wikipedia and YouTube to build classroom games and activities.
- Using IT-based social networks (e.g., Facebook, Wiki and Google Docs) to encourage learners' language output and develop their communicative abilities.

6.2 Materials development in English language teaching and learning

Materials development involves the evaluation and adaptation of available materials and the production of new materials. The following are some criteria for the evaluation of English language teaching materials (Tomlinson, 2013):

- Do the materials have a noticeable effect on learners' language learning?
- Do the materials cater to the needs of all learners in the target group?
- Do the materials engage learners cognitively and affectively?
- Do the materials provide opportunities to use the target language for communication?
- Do the materials help learners to continue their language learning outside of the classroom?

In English language teaching and learning practices, teachers may choose to adapt the current teaching materials or even develop their own teaching materials for more effective English teaching. The development of teaching materials must satisfy the needs and wants of language learners and teachers. Multiple factors need to be considered in the development of teaching materials (Howard & Major, 2004):

- The language learner: interests, motivation, individual needs and educational background (e.g., language learning experience, learning styles and prior language proficiency).
- The curriculum and context: the current school or state curriculum, and the cultural and situational context (e.g., secondary-level English learning environment)

- Resources and facilities: the availability of and access to computers, the Internet, video players, etc.
- Energy and time: Availability of time.

Some guidelines can be used by English language teachers to adapt and develop teaching materials for classroom instruction:

- Teaching materials should be contextualized to and appropriate for the target learners' comprehension levels. Specifically, the materials should be integrated into the school's English curriculum and contextualized with reference to the learning experiences and actual needs of learners.
- Teaching materials should promote communication and generate language output. Specifically, teachers should adopt an interactive teaching approach in accordance with the materials and ensure that learners use the teaching materials to generate new language.
- Teaching materials should be useful in developing learners' language skills and language learning strategies. The materials should promote the development of both receptive and productive skills beyond the classroom.
- Teaching materials should equally cover language forms and communicative functions, helping teachers to make classroom activities more communicative rather than using mere grammar and vocabulary drills.
- Teaching materials should use authentic texts and encourage authentic tasks in real life. For instance, the use of short clips of YouTube videos can give learners' authentic language experiences. Simulation activities of real-world tasks can also be prepared, such as finding out how to get somewhere or selecting presents for friends.
- Teaching materials should be attractive enough to arouse young learners' curiosity, interest and motivation in English language learning. For instance, teachers can use challenging topics, illustrations and activities that encourage learners to think.
- Teaching materials should be flexible in content by allowing learners to make choices according to their actual needs and cognitive abilities. For instance, teaching materials should have a range of tasks applicable to learners of differing abilities so that they have the freedom to choose which tasks to complete.

6.3 Materials selection in English language teaching and learning

While choosing English language teaching and learning materials, schools and teachers should take into account learners' needs, learning styles and motivation to learn English. Specifically, the following four questions can work as general guidelines (Ghosn, 2013):

- Are the materials appropriate for learners in the target age group?

- Are the materials relevant enough to arouse learners' interest in learning?
- Are the materials helpful in developing learners' confidence and academic achievement?
- Do the materials match certain language learning theories?

6.3.1 Selecting textbooks

Given the variety of available international and localized textbooks, secondary school and language teachers need to consider the following (Arnold & Rixon, 2008; Tomlinson, 2011, 2013):

- Textbooks should be student-friendly and appropriate for the age and context of language learners who differ in cognitive ability and affective attitude.
- Textbooks should accommodate different learning styles—aural, oral, visual and kinesthetic.
- Textbooks should involve sufficient tasks and activities to engage individual learners or groups of learners to promote language skills, higher level thinking skills and problem solving skills.
- The content of the textbooks should provide authentic and contextualized texts that are relevant and useful to learners' daily lives.
- The language used in textbooks should equally address the development of the four basic language skills.
- Vocabulary and grammar learning should be placed in specific contexts through tasks or activities. Reading activities should be divided into stages of pre-reading, reading and post-reading. Writing activities should be integrated in the use of texts.
- Textbooks should incorporate various English teaching and learning approaches and techniques, such as the interactive/communicative approach, task/project approach and the total physical response (TPR) approach, among others.
- The design and format of textbooks should be appealing in content and attractive in presentation (e.g., attractive colours, lots of white spaces and cartoon-type visuals).
- Textbooks should support positive educational values, cross-cultural awareness and intellectual themes and promote the systematic study of language in particular.

6.3.2 Choosing supplementary materials

Some considerations for deciding what to use as supplementary materials in English language teaching at the secondary level are listed below:

- Supplementary materials should be closely aligned with the school's English curriculum and syllabus.
- The content should preferably incorporate elements of fun and pleasure and provide themes

that appeal to learners' curiosity and everyday experiences.

- The language should be of appropriate difficulty level—rich but avoiding complicated vocabulary, grammar and sentences.
- The materials should be engaging and effective in enhancing learners' interest and motivation to learn.
- Storybooks, magazines, poems and other language arts materials should promote the development of learners' reading ability.

6.3.3 Selecting electronic resources

English language teachers should have a clear rationale for choosing electronic materials when teaching English at the secondary level. The following are some general considerations for the selection of these materials:

- Multi-media resources and IT tools (e.g., courseware and online courses) should allow for genuine interaction and communication between teachers and learners.
- Texts, graphics, sound and animations should be integrated well enough to arouse learners' interest in and motivation in language learning.
- The design of online courses and activities should get students involved in collaborative and interactive language learning in simulated environments.
- As the Internet provides a useful resource for a variety of authentic texts, language learning experiences and information, teachers should choose materials that are appropriate for the intellectual and linguistic abilities of language learners at the secondary level and that support them in completing web-based tasks.

Appendix 1: List of Grammar Items

Notes

1. The list below sets out the grammar items that students are likely to encounter in the listening and reading materials at the junior secondary level. However, this is not an exhaustive list of such grammar items.
2. As the teaching situation varies from school to school, teachers should exercise their own discretion in selecting which items to cover, and to what depth.
3. There are different ways to generalize language patterns and this leads to different terminologies being used. The same grammar item may be analysed from different perspectives. Teachers may need to refer to the major grammar references for a fuller understanding of the terms used in the list below.
4. Some of the grammar items below will have been initially dealt with in the secondary school. They may need revision, or recycling at the junior secondary level for deeper understanding.
5. A grammar item may serve different communicative functions. It is beyond the scope of this curriculum guide to provide all the possible communicative functions for each grammar item.
6. The order of the grammar items below does not imply any particular consideration or significance.

1. Types of sentences according to language function (e.g., affirmative, negative, interrogative, imperative, exclamation)

2. The major verb tenses

3. regular and irregular plural noun suffixes (e.g., *bag, bags; bus, buses; child, children; sheep, sheep*)

4. various forms of a verb; regular and irregular verbs (e.g., *finish, finishes, finishing, finished*)

5. the concept of word classes (parts of speech), such as nouns, verbs, adjectives, and adverbs

6. using prefixes and suffixes to form words in different word classes (e.g., *able, enable; happy, happiness, happily*)

7. Major sentence types: simple sentences, complex sentences, compound sentences.

8. subordination (subordinate clauses) using *when, if, because, although*, etc.
9. coordination of clauses using *or, and, but*
10. comparative and superlative forms of adjectives and adverbs (e.g., *small, smaller, smallest; nutritious, more nutritious, most nutritious; quickly, more quickly, most quickly; hard, harder, hardest*)
11. the difference between a phrase and a clause
12. finite clauses and non-finite clauses
13. type of phrases, e.g., noun phrase, adjective phrase, preposition phrase
14. article system: definite and indefinite articles; zero article
15. Conditional sentences
16. verb complementation (e.g., infinitive, gerund, bare infinitive)
17. various uses of prepositions
18. reported speech
19. Agreement (e.g., subject-verb agreement; number agreement; case agreement)
20. various types of determiners (e.g., possessive pronouns, demonstratives, articles, quantifiers)
21. various types of adverbials (e.g., *quickly, last week, perhaps*)
22. common sentence patterns and their constituents (e.g., *SV; SVO; SVAdj*)
23. participial adjectives (e.g., *bored, boring; excited, exciting*)
24. discourse markers (e.g., *firstly, after that, as a result, on the other hand*)
25. relative clauses: defining and non-defining

26. modality and modal verbs

27. passive voice

28. tag questions

29. Types of questions (e.g., Yes/no questions; Wh-questions)

Appendix 2: Designing assessments: Principles & Examples

Part A General questions to guide assessment planning

Purposes and objectives of assessment	<ul style="list-style-type: none">• Which aspects of language learning do I want to assess?• How does this relate to the learning experience of the children?• What do I want to use the assessment outcomes for?• Who else will use the outcomes? And for what purposes?
Methods of assessment	<ul style="list-style-type: none">• How will information be gathered to assess the aspects of language?• How will the information that is collected be interpreted?• How will pupils be involved in gathering the information?
Quality management in assessment	<ul style="list-style-type: none">• How can I make sure the assessment is valid?• How can I make sure the assessment is reliable?• How can I make sure the assessment is fair?
Feedback	<ul style="list-style-type: none">• Who will I share the assessment outcomes with?• How will I communicate the outcomes of assessment?
Uses of assessment	<ul style="list-style-type: none">• How will the outcomes of assessment inform future teaching, planning and learning opportunities?
Impact of the assessment	<ul style="list-style-type: none">• What washback effects from assessment to teaching and learning may occur?• What will the impact be on pupils' motivation?

Part B General guidelines for language test item formats

- Is the item format correctly matched to the purpose and content of the item?
- Is there only one correct answer?
- Is the item written at the students' level of proficiency?
- Have ambiguous terms and statements been avoided?
- Have negatives and double negatives been avoided?
- Does the item avoid giving clues that could be used in answering other items?

- Are all parts of the item on the same page?
- Is only relevant information presented?
- Have race, gender, and nationality bias been avoided?
- Has at least one other colleague looked over the items?

Part C Guidelines for receptive response items and sample assessment tasks

Receptive response items like True-False, Multiple-Choice and Matching require students to select a response rather than actually produce one.

Below, for each response format, a checklist is given, which is followed by exemplar assessment items.

C-1 True-False

Checklist:

- Is the statement worded carefully enough so it can be judged without ambiguity?
- Have “absoluteness” clues been avoided?

Exemplar C-1-1: Please read the following passage and decide whether the statements are true or false. [Keang Peng School (Secondary Section) Form 3]

To the people at Carl’s Clothing,

There was a very serious problem with my order. Everything you sent me was wrong. I ordered a pair of black pants, but I received a pair in white. I wanted large T-shirts, but you sent me small ones. I can’t even get them over my head. Last but not least, I ordered a winter coat but got a light jacket instead. There is no way it is warm enough to wear in winter.

I would like to return these clothes and get the correct ones as soon as possible. Also, I would like to know how this happened, so please have a manager call me right away. My phone number is 8567 9278. Thank you.

Best regards,

Eva Chan

Write ‘True’ or ‘False’.

- () 1. Eva ordered a pair of white pants, some large T-shirts and a light jacket.
- () 2. Eva doesn’t want to hear form Carl’s Clothing anymore.
- () 3. Eva wants to have her money back.
- () 4. Carl’s Clothing sent Eva a pair of white pants, some small T-shirts and a light jacket.
- () 5. Eva was angry because the clothes she ordered arrived late.

Exemplar C-1-2: From Section 2 below, judge if the following statements are True (T), False (F), or the information is Not Given (NG). Write “T”, “F” or “NG” in the answer sheet. (2%, @0.5%) [Keang Peng School (Secondary Section) Form 6]

Section 2

A. I have worked in a charitable organization for underprivileged children for over a decade. From experience, I can say that non-profit sector will have mixed feelings about some of the views in Paul Sullivan’s article on how to give to charity.

B. We in the industry recognize that it’s important for philanthropists to make the effort to keep-up-to-speed with the charities they are giving to, but we sometimes grow tired with hearing about overheads. This is the common way charity rating organisations evaluate us. For many years, keeping low overheads (i.e. a charity’s day-to-day spending) has determined whether a charity is seen as being fair towards the people they raise money for.

C. Personally, I’d say that this notion can be damaging to a sector whose goal is to help the needy in society. Being able to show that I’ve kept administrative costs low has sometimes cut short my effectiveness and ambition. My organization retains a small staff and struggles to offer them the wages they deserve. Consequently, my charity has been unable to expand its services or plan any long-term projects. When one bright young co-worker resigned, he told me it would be more cost-effective for him to support our cause by working in the finance industry and donating a percentage of his salary.

D. How much to spend on advertising is another touchy subject. Some donors who see commercials for our fund-raising campaigns, complain that we should have spent our money on the needy instead. In actuality, future donors to our cause first need to know about it. Without advertising, we would not be able to reach out to these people.

- () 1. The writer of Section 2 is an experienced charity worker.
- () 2. ‘Charity rating’ organisations evaluate a charity chiefly based on its work in the field.
- () 3. The writer’s ‘bright young co-worker’ quit charity work for a career in the financial sector.
- () 4. The writer has used no commercials to promote her charity’s fund-raising campaigns.

C-2 Multiple-Choice

Checklist:

- Have all unintentional clues been avoided?

- Are all of the distracters plausible?
- Has needless redundancy been avoided in the options?
- Has the ordering of the options been carefully considered? Or are the correct answers randomly assigned?
- Have distracters like “none of the above”, “A and B only”, etc. been avoided?

Exemplar C-2-1: The following passage is followed by a number of questions about it. Please choose the one best answer, A, B, C or D, to each question. [Keang Peng School (Secondary Section) Form 4]

Green Houses

Saving the environment is a hot topic right now, and most companies are thinking of ways to “go green”, that is, they want to reduce pollution and save electricity. In the construction industry, this trend is also becoming popular not only for large buildings but also for people’s homes. People are keen to know how they can make their homes more sustainable and hopefully save some money on utility bills in the process.

So how do you reduce energy use in your home, and how do you make your home eco-friendly? The answer might be to build a “green” house. Green houses look similar to the houses we live in today, with a few noticeable differences. They have solar panels installed on the roofs or have a system of converting wind power into electricity to **generate** their own power. During the daytime, when the house is not occupied, power is generated and stored in batteries for later use at night. This energy is completely free, and if there’s any excess power it can be sold back to an electricity grid at a profit. Imagine getting paid by a power company instead of paying them! Most importantly, solar and wind power are pure, clean forms of energy which will not cause damage to the environment.

Another way that green houses stay eco-friendly is by cutting their energy consumption as much as possible. One of the main reasons we use so much power in our homes is to heat or cool them. Green houses are specially designed to keep the temperature inside stable without using any power, preserving the heat in winter and keeping it out in summer.

Finally, green houses are built largely from recycled materials, including recycled plastic, paper and rubber. This way, they can ease the burden on the environment for raw materials. You can paint your next house whatever color you like, but if you want to save money and help the environment, just make sure it’s green through and through!

1. The second paragraph mostly focuses on _____. ()
 - A. the damage that fossil fuels can cause
 - B. how a solar panel works

School (Secondary Section) Form 3]

1. c	two people, often in a romantic relationship (Unit 15A)
2. a	an opinion or information that you give to help someone with a problem (Unit 15B)
3. f	person you live with, but not in a romantic relationship (Unit 15B)
4. s	a short period of rain (Unit 21B)
5. c	not hot or warm, but pleasant (Unit 21B)
6. f	very, very cold (Unit 21B)

Part D Guidelines for productive response items.

Productive response items including *fill-in*, *short-response* and *task* require students to actually produce responses rather than just select them receptively.

Below, for each response format, a checklist is given, which is followed by exemplar assessment items.

D-1 Fill-In

Checklist:

- Is the required response concise?
- Is there sufficient context to convey the intent of the questions to the students?
- Are the blanks of standard length?
- Does the main body of the question precede the blank?
- Has a list of acceptable responses been developed?

Exemplar D-1-1: Fill in each blank with an appropriate idiom from the box below. Write the LETTER only. [Pui Ching Middle School, Secondary 3]

A. Receive with open arms	B. Turn a hair	C. Talk behind one's back
D. Nip in the bud	E. a chip off the old block	F. have the trump card
G. shed crocodile tears	H. bite the hand that feeds you	I. one's bread and butter
J. put my foot down		

1. The policeman was very brave. He didn't __ when he was approaching the suspect.
2. "Lillian, you shouldn't be disrespectful to your father. Don't you __."
3. "Everyone says I am __, but I think I'm very different to my dad."
4. If my classmate borrows my books without asking, I have to __.
5. Those naughty kids are very tricky, and they always __ in front of their teachers.

Exemplar D-1-2: Complete the sentences below into Passive Form. [Pui Ching Middle School, Secondary 3]

1. A: Where do you usually go to buy your newspaper?
B: I _____ (it/deliver) to my house.
2. The news reported that many villagers had lost their home in the flood.
Rewrite as: Many villagers _____ (report/lose) in the flood.
3. When is Katy going to finish her book reports?
Rewrite as: When _____?

Exemplar D-1-3: Complete the sentences with the correct forms of the given verbs. [Pui Ching Middle School, Junior 3]

1. Peter _____ (teach) scuba diving for ten years. He _____ (get) his first trainee when he was in his thirties.
2. Jason _____ (be) tired before bedtime tonight because he _____ (jog) for over an hour.
3. "Would you like some more coffee?" "No, I _____ (have) one already."
4. I can't find the book in the library. I guess someone _____ (borrow) it.
5. She _____ (travel) to Europe for two weeks before she _____ (start) her another trip to Japan next month.
6. They _____ (go) on a business trip to Shanghai all next week for a meeting with the Chairman.
7. We _____ (reach) the mountain top to see the beautiful sunrise by 5 am tomorrow.
8. Look out! The train _____ (arrive).
9. John has bought a huge suitcase for the upcoming trip. He _____ (buy) a lot of things back.
10. Kate could not make any calls because she _____ (lose) her mobile phone.
11. Tom _____ (receive) a prize for his great performance in Math Olympics last month. He _____ (work) on the subject before that competition. So far, he _____ (won) the prize for six years.
12. My mother _____ (quit) her job next month as she _____ (finish) all her missions by then.
13. John _____ (save) money for three years before his marriage next month.
14. A: Why didn't you dine out last night? B: It _____ (rain) very hard at that moment.
15. The guard _____ (not allow) him to get in unless he presents his ID card.
16. We _____ (have) lunch with our grandfather at this moment tomorrow. We _____ (not attend) the concert with you.

Exemplar D-1-4: Translate the following Chinese into English. [St Paul School, Form 1]

1. He has _____ arms and legs.
他四肢強健有力。
2. _____ and _____ can damage your health.

飲酒和吸煙會損害你的健康。

3. Many things pollute water, such as _____, _____, and _____.

很多東西使水污染，例如輪胎、垃圾和塑膠袋。

4. We are _____ our atmosphere with _____.

我們所產生的二氧化碳令大氣層超載。

D-2 Short-Response

Checklist:

- Is the item formatted so that only one relatively concise answer is possible?
- Is the item framed as a clear and direct question?

Exemplar D-2-1: Form questions based on the underlined part of the answers. [Keang Peng School (Secondary Section) Form 3]

1. Q: _____

A: Penny was sad because her classmates made fun of her.

2. Q: _____

A: Penny's new Chanel handbag costs HK\$50,000.

3. Q: _____

A: We will go to Paris this August.

Exemplar D-2-2: Read the following passage carefully [St Paul School, Form 1]

Disney bans selfie sticks at theme parks

Disney will ban selfie sticks at its theme parks worldwide from July the 1st. Disney has become the latest company to ban the sticks. Universal Studios was one of the first companies to ban them. Many museums also ban them. A Disney spokeswoman said the ban was because the sticks were dangerous for customers and workers. She said: "We strive to provide a great experience for the entire family, and unfortunately, selfie sticks have become a growing safety concern for both our guests and cast." Staff have had to stop rides because people were using selfie sticks on them.

Selfie sticks have become very popular recently. People with mobile cameras use them to take photos of themselves. It seems like everyone is taking self-portraits to put on social media sites. Even the president of the USA has been seen taking a selfie. However, many people are getting angry with selfie sticks, especially at tourist attractions. One passenger who used the stick on a Disney rollercoaster shut the ride down for nearly an hour. The PC World magazine has an answer to this problem. It wrote: "Maybe you should...use the selfie sticks that we're all born with - your arms."

Complete the following questions in complete answers.

1. When will Disney ban selfie sticks at its theme parks worldwide?

2. Which company was one of the first companies to ban selfie sticks?

3. Why have staff had to stop rides?

D-3 Task

Checklist:

- Is the student's task clearly defined?
- Is the task sufficiently narrow (and/or broad) for the time available?
- Have scoring procedures been worked out in advance with regard to the approach that will be used?
- Have scoring procedures been worked out in advance with regard to the categories of language that will be rated?
- Have scoring procedures been clearly defined in terms of what each score within each category means?
- Is scoring to be as anonymous as possible?

Exemplar D-3-1: Essay Writing. Choose ONE topic from below and write at least 250 words.

Skip lines when you write your essay. Put the letter (A, B or C) of your choice on the Answer Sheet. Demonstrate your ability to write clearly and effectively. [Keang Peng School (Secondary Section)]

A. Environmental pollution is caused by several sources, including human activities. It is one of the threats for people on the Earth. What can we do to sooth it?

B. Currently, online news has become one of the media in which people know about global issues. Different opinions have been expressed on the speed and quality of such news. In your opinion, what are the benefits and drawbacks of online news? Write 3 drawbacks and explain your points with relevant evidence.

C. The idea of STEAM (Science Technology Engineering Arts Mathematics) Education has widespread in western countries and even in nearby regions. With the idea of STEAM, education should be provided to students based on integrated knowledge and practice but not individual subjects. Do you agree that secondary school should combine different subjects so students can learn in an integrated way? Use specific reasons and examples to explain your choice.

Exemplar D-3-2: Composition. Write an application letter of no less than 150 words for ONE of the following jobs advertised. Remember to create some necessary and helpful qualifications and experience that may help you win the job. Indicate clearly which advertisement you have chosen. Pay attention to the letter format. Write on every other line. Home Address is *NOT* required. [Keang Peng School (Secondary Section)]

South China Morning Post

Advertisement 1:

Company name: Kerry Wines Limited

Position: *Sales Manager*

Responsibilities:

Responsible for formulating sales strategies, supervising sales activities and designing market research for the company's property portfolios in Hong Kong. He/She is also required to liaise with property agents, solicitors and bankers to facilitate the sales launch.

Requirements:

- Degree holder in Marketing, Business Administration, Real Estate or related disciplines
- Min 8-year experience in leading Property Developer
- Sound knowledge in local property market
- Excellent interpersonal and communication skills
- Creative and market oriented
- Proficiency in written and spoken English and Chinese

Interested parties please send resume with day time contact telephone number and expected salary to the Human Resources Manager, Room 6705, Level 67, International Commerce Centre, 1 Austin Road West, Kowloon.

Advertisement 2:

Company name: M&P Consulting Engineers Limited
Engineer

Position: Senior Electronic

Job Responsibilities & Requirements:

- Degree Holder of Engineering in Electronics or related discipline
- Min 4-6 years of work experience, few years in electronics engineering and Quality Control

- Solid experience in industrial electronics
- Solid experience in certificate processes e.g CE testing
- Solid experience in supplier control
- Good skill and willing to do manual correcting soldering, demo product and prototype preparation
- Product inspection and failure investigation

We offer attractive package [basic salary + special bonus (after target reached)], good career prospects and advancements.

Interested candidates are requested to send full resume with current & expected salary and date available to email: wearmax@wearmax.com.hk.

Appendix 3: BAA-aligned Lesson Plans

Sample 1

Lesson Plan

School name: KEANG PENG SCHOOL (SECONDARY SECTION)	Subject: ENGLISH
Class: GRADE 9 (90B)	Room: 葫蘆室
Number of students: 35	
Date: 17/4/2017	Time: 14:10 – 15:00 (50 minutes)
Topic: Time to say goodbye (Reading) (This is the 1st and only period of this topic.)	
General goals: <ul style="list-style-type: none"> ● Reading for understanding 	
Analysis of main and difficult points/ Anticipated problems:	

Main points: New vocabulary items in the passage

Difficult points: Teacher has never taught in Taiwan and it is hard to estimate how much English the teacher should use as the medium of instruction

Specific goals:	Coding of the Requirements of BAA	Goal attainments within this level
By the end of the lesson, students will be able to:	<u>A-4</u>	deduce the meaning of unknown words in a spoken text
	<u>A-5</u>	obtain specific pieces of information in simple teacher's instruction
	<u>B-5</u>	give an account of a personal experience with their best friends
	<u>B-9</u>	express opinion clearly
	<u>C-2</u>	work out the meaning of unfamiliar words from visual clues
	<u>C-4</u>	construct meaning and locate information from visual diagrams
	<u>C-5</u>	make predictions about the content of a text using prior knowledge, personal experiences and text features before reading
	<u>C-9</u>	answer questions to demonstrate understanding of a text, referring explicitly to the text
	<u>C-11</u>	demonstrate understanding of texts through different presentations of pseudo-test items
	<u>D-9</u>	develop paragraphs with main ideas and supporting details

Preparation

-Previous learning:

Some basic vocabulary used on the topic like "graduate" and "respect"

-Material and teaching aids:

Handout with the reading article

Video of the article

Timing (approx)	Steps	Class Organization	Purposes
5 mins	<p>Motivation</p> <ul style="list-style-type: none"> ● T introduces himself and his colleague ● T invites Ss to introduce themselves, their best friends (with one feature) and pass the speaking turn to the best friends 	<p>T ⇄ C</p> <p>Ss → C</p>	<ol style="list-style-type: none"> 1. To get Ss ready for the lesson 2. To get Ss acquainted with the teacher (who is new to them) 3. To facilitate Ss with an opportunity to speak up using English 4. To create a warm and friendly classroom atmosphere at the beginning
4 mins 3 mins 2 mins 25 mins	<p>Development</p> <p>Lead-in: By means of “yearbook”, introduce overall genre of the passage and to introduce the main character of the passage</p> <p>Pre-teach vocabulary: T teaches several important vocabulary that Ss will encounter in the passage (by means of eliciting)</p> <p>Silent-reading: By means of the video, T asks Ss to read the article silently to get some overall impression about the passage</p> <p>Reading in Detail: By means of multiple-choice, cloze-filling and T-or-F practice, T drills Ss’ ability to identify the key information from the passage, and helps train their ability to work collaboratively</p> <p>From 3 different descriptions, T asks Ss to identify which best friend of the main</p>	<p>T ⇄ C</p> <p>T ⇄ C</p> <p>C</p> <p>S ⇄ S</p> <p>T ⇄ Ss</p> <p>S ⇄ S</p>	<ol style="list-style-type: none"> 1. To arouse Ss’ interest in the topic 2. To help Ss master the meaning of key words by deducing meanings from T’s elicitation 3. To help Ss develop a general idea of reading 4. To practice Q & A skills and demonstrate Ss understanding of a text 5. To help demonstrate Ss’ understanding of texts through different presentations of pseudo-test items

	character the description is about	T ↔ Ss	
10 mins	<p><u>Conclusion:</u></p> <p>(if time allows:)</p> <p>T asks Ss to write a thanksgiving note to their teachers based on the instructions and guidelines given, then share the note with their group members</p>	S ↔ S	<ol style="list-style-type: none"> 1. To help Ss develop paragraphs with main ideas and supporting details 2. To provide an opportunity to Ss to express their gratitude toward their teacher
1 min	<p><u>Assignments:</u></p> <p>T asks Ss to finish and refine their thanksgiving notes, and give them to their respective teachers.</p>	T ↔ Ss	

Materials

Handout with the reading article

Video of the article

Assessment

Students' accurate answers in response to the reading-for-detail tasks

Sample 2: Lesson Plan

School name: St. Paul School	Subject: English	
Class: Form 1B	Room: 101	
Number of students: 33		
Date: 26 September, 2016		Time: 9:00 – 9:40 a.m.
Topic: Talk about a New Product (This is the <u> 1 </u> period of this topic.)		
General goals:		
➤ Practising speaking and writing skills.		
Analysis of main and difficult points/ Anticipated problems:		
Main points:		
● Asking and answering Wh-questions.		
● Describing the features of a new product (colour, shape, material and function)		
Difficult points:		
● Thinking and naming a new product		
● Comprehending new words related to material and function		
Specific goals:	Coding of the Requirements of BAA	Goal attainments within this level
By the end of the lesson, students will be able to: ➤ ask questions about a product using Wh-questions (What, Where, When, How) ➤ conduct a conversation describing the features of a new product.	A-11	Identify the main ideas in simple spoken texts, such as conversations and short talks.
	A-5	Obtain specific pieces of information in simple spoken texts.
	A-4	Deduce the meaning of unknown words in a spoken text using a range of techniques.
	B-14	Use proper sentence stress to highlight important information.
	B-7	Develop a main idea using examples.
	B-12	Conclude a short presentation appropriately.
	B-9	Express opinion clearly.
	B-18	Demonstrate interest in social interaction.
	B-3	Use vocabulary that is appropriate to the speech event.
	D-4	Use a wider range of sentence patterns in writing.
	D-1	Use more varied vocabulary with correct

		spellings.
	D-14	Appreciate and evaluate peers' writing.
	D-15	Demonstrate interest and enjoyment in writing.

Preparation

-Previous learning:

- The structure of Wh-questions.
- Some words related to colour, shape, material and functions.

-Material and teaching aids:

DyKnow notes (school materials), DyKnow software, Microsoft OneNote, E-tablets, projector and E-board.

Timing (approx)	Steps	Class Organization	Purposes
5 mins	<p>Motivation</p> <ul style="list-style-type: none"> ● T tells Ss the objectives of the lesson. ● T plays a video clip of Google Glass and ask Wh-questions about Google Glass. 	T ↔ C	<ul style="list-style-type: none"> ● To introduce today's topic and arouse Ss' interest.
30 mins	<p>Development</p> <ul style="list-style-type: none"> ● T reads aloud a sample dialogue with the whole class to practise Wh-questions and the sentence patterns of describing the colour, material, shape and function of a product. T explains some difficult words in the dialogue and provides word lists for reference. ● Ss practise the sample dialogue and the sentence patterns in pairs. ● Ss work in pairs and write a script of a new product with Wh-questions and sentence patterns. ● Ss practise saying their scripts with their partners. ● Some pairs of Ss are chosen to present their new products by reading out their scripts. 	<p>T ↔ C</p> <p>S ↔ S</p> <p>S ↔ S</p> <p>S ↔ S</p> <p>S ↔ C</p>	<ul style="list-style-type: none"> ● To facilitate student learning with a sample dialogue and sentence patterns of describing things ● Peer learning and time for oral practice. ● Peer learning and time for self-production. ● Peer learning and time for oral practice. ● Sharing time
3 mins	<p>Conclusion:</p> <p>T summarizes the lesson and points out the common mistakes Ss make in practice and presentation.</p>	T ↔ C	<ul style="list-style-type: none"> ● To conclude the lesson and correct Ss' mistakes.
2 mins	<p>Assignments:</p> <p>Each pair of Ss records the presentation of the new product in OneNote. Ss submit the video recording in the next lesson as homework.</p>	T ↔ C	<ul style="list-style-type: none"> ● To assess Ss' learning outcome.

Materials

DyKnow notes (school materials)

Assessment

- Observation of students' participation in pair work and discussion
- Script of introducing new product
- Ss' video recordings

Sample 3: Lesson plan

Subject: English Reading Class

School name: Pui Ching Middle School

Class: S 3 C

Room: C307

Number of students: 45

Date: 28/10/2016

Time: 15:05 ~ 15:45

Topic: A Beautiful City

(This is the **only one** period of this topic.)

General goals:

1. skim reading the passages within a time limit and answer short questions.
 scan for detailed information of the passage.

Analysis of main and difficult points/ Anticipated problems:

- > Students may have problems carrying on the discussion because of limited vocabulary and life experience.

Main points:

- > How to locate the topic sentence of each paragraph.
- > Look for the specific information in the passage.

Difficult points:

- > Tell the incidents that are related to the given terms.
- > Tell their favourite places with various descriptions.

Specific lesson objectives:

Subsidiary Aim(s):

By the end of the lesson, Ss

will be able to

- describe the features of a good place when they go traveling.
- tell their ideal places with the vocabulary items learned in the chapter.

Coding of the Requirements of BAA	Goal attainments within this level
C-2	Work out the meaning of unfamiliar words from clues in the word or the text, and background knowledge;
C-3	Recognise the format and language features of a variety of text types;
C-4	Construct meaning and locate information from visual texts;
C-5	Make predictions about the content of a text using prior knowledge, personal experiences and text features before reading;
C-9	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers;
C-13	Give personal response to a text;

Preparation Students' work

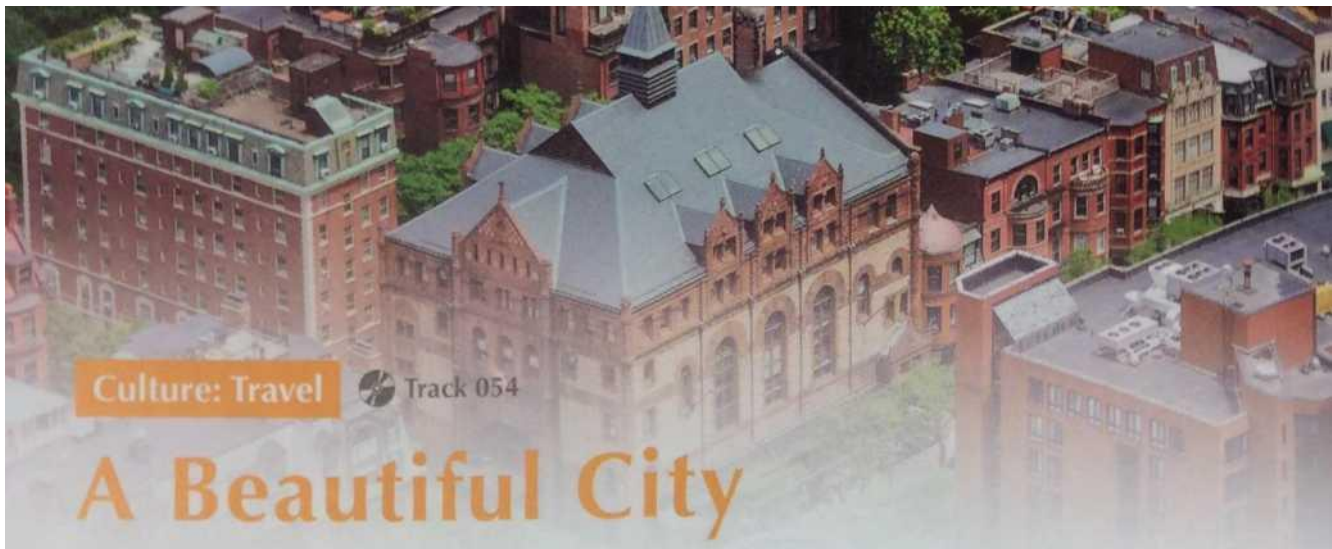
- > Students are asked to prepare the passage before class and highlight the words that hinder their understanding.

Teachers' work

- > PowerPoint slides will be made as the teaching assistant.
- > Prepare the theme-related Youtube video for the post-reading exercise.

Timing (approx)	Steps	Class Organization	Purposes
3 min	<p>Motivation</p> <p>To provide examples of ideal cities/ places. Show the pictures, and students tell the names of the places, and what special things they know about the cities/ places. Ss tell some of the features that a beautiful .</p>	T OC	To set the context of the topic "Ideal Place"
20 min	<p>Development</p> <p>1. Ask Ss to highlight the vocabulary items which are difficult to them.</p> <p>2. Ss predict the meaning of the word from the context. Peer interaction is encouraged.</p> <p>3. T ensures that Ss find out the vocabulary items by themselves.</p> <p>4. Highlight the first sentence of each paragraph and ask Ss what they notice about those sentences. And Ss underline the topic sentence or theme sentences.</p> <p>Eg. i) Boston is one of the oldest cities in the United States</p> <p>ii) The best way to see Boston's old sites is to follow the Freedom Trail</p> <p>iii) Boston is famous for its history.</p> <p>5. Ss link the topic sentence with the supporting details attached.</p> <p>6. Ss answer the gist reading questions and the comprehension questions on a worksheet:</p>	<p>T OC</p> <p>C OC</p> <p>T OC</p> <p>T OC</p> <p>T OC</p>	<p>To prepare Ss for the task of prediction of vocabulary meaning</p> <p>To introduce and clarify vocabulary in the text</p> <p>To prepare Ss for gist reading task</p> <p>To locate the thesis statements and topic sentence of each body paragraph</p> <p>To clarify the function of topic sentences in a paragraph</p> <p>To prepare Ss for scanning reading task</p> <p>To reinforce Ss' reading comprehension skills</p>
13 min	<p>Post reading:</p> <p>1. Ss watch the first part of a video and identify some key points being mentioned.</p> <p>2. Ss discuss the question form in pairs and help each other with some confusing points</p>	<p>T OC</p> <p>C OC</p>	<p>To strengthen Ss' knowledge about Boston by using the language items learned</p>

2 min	Assignments:	CO T	To sum up the reading and check Ss' understanding of the passage
	^ Ss do the exercise on MC questions in the textbook		
Materials			
^ Textbook: Read-to-Achieve			



On the other side of North America, more than 4,000 kilometres from Vancouver, is the American city of Boston. Boston is on the east coast of the United States, and it has a lot of great things to see and do. If you're interested in history and culture, then Boston is a great place to visit.

Boston is one of the oldest cities in the United States. It was founded in 1630. Because Boston is such an old city, it has all kinds of interesting historical sites. During the American Revolution of 1776, many important things happened in Boston. A lot of the old buildings from that time are still there, and they're open to visitors.

The best way to see Boston's old sites is to follow the Freedom Trail. The Freedom Trail is just a red line that goes through the city. You just follow the line, and it will bring you to every site. One of the Freedom Trails' most famous stops is Faneuil Hall. During the American Revolution, many famous leaders met there. The Freedom Trail also goes to beautiful churches, old houses of famous Americans, and even an interesting old cemetery.

Boston is famous for its history, but the city is not just one big museum. All around these old buildings, there are modern department stores, beautiful parks, and wonderful restaurants. For example, Faneuil Hall is a beautiful old building, but it also has shops and modern restaurants. Speaking of restaurants, because Boston is next to the ocean, it's got great seafood. Boston's most famous food is lobster. If you get the chance, have your lobster dinner at the Union Oyster House. The Union Oyster House is the oldest restaurant in the United States; it opened in 1826.

Finally, don't forget to check out Boston's universities. Two of the world's most famous universities, Harvard and M.I.T., are in a small city called Cambridge. Cambridge is right next to Boston. After you visit Harvard University, walk around Harvard Square. You'll love its old shops, interesting restaurants, and fun atmosphere.

Boston is a fun and wonderful city. It is a place that just about everyone can enjoy.

Assessment

^ Students are assessed on their proficiency in answering questions from the teachers.

^ The quality of their answers will also be regarded as one of the criteria.

^ Students' oral presentation and paper exercises will be assessed.

Textbook Reading Comprehension *Choose*

the correct answer for each question.

_____ **1. When was Boston founded?**

- (A) 1776
- (B) 2010
- (C) 1826
- (D) 1630

_____ **2. What does the article say about Harvard and M.I.T.?**

- (A) They are not very famous universities.
- (B) They are the world's largest universities.
- (C) They are in the city of Boston.
- (D) They are near Boston.

_____ **3. Why do people follow the Freedom Trail?**

- (A) They want to see historical sites.
- (B) They want to be free.
- (C) They want to go shopping.
- (D) They want to get some exercise.

_____ **4. What is special about the Union Oyster House?**

- (A) It only sells oysters.
- (B) It only sells lobsters.
- (C) It is the oldest restaurant in the country.
- (D) It is the oldest restaurant in the world.

_____ **5. What can you see at Faneuil Hall?**

- (A) Shops and an old building
- (B) An old building, but no shops
- (C) Shops but no old buildings
- (D) An old cemetery

_____ **6. What does the first sentence of the fourth paragraph mean?**

- (A) Boston has more than one museum.
- (B) Boston has history, but it also has other interesting things.
- (C) People should see all of the museums in Boston.
- (D) Boston is the biggest city in the United States.

Name: _____ () Class: S3C

Date: _____

Tell which paragraph relates to the following issue.

1. Which paragraph tells you the best way to explore Boston? Para ()
2. Which paragraph talks about the history of Boston? Para ()

3. Which paragraph talks about things to explore and food to eat in Boston? Para ()

Answer the following questions.

1. Where is Boston? _____
2. When was Boston founded? _____

3. When did American Revolution take place? _____

4. What is the best way to travel around Boston? _____

5. How does Freedom Trail help to tourists? _____

6. What food can you try in Union Oyster House? _____

7. What kind of food is popular in Boston? Why? _____

8. What is the writer's opinion towards Boston? _____

Appendix 4: Sample BAA-aligned Schemes of Work

Sample 1

School name: Saint Paul's School

Subject: English

Form one

Scheme of Work

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/Section	No. of lessons	Learning objectives and activities	Resources	
1	2 Sept 2016 - 3 Sept 2016		Introduce the assessment system	Introduction	1	-introduce the assessment system		
2	5 Sept 2016 - 9 Sept 2016	Technology Doesn't always help	-discuss the uses of technology in daily life	Unit opener	1	-introduce the topic -ask and answer questions about technology -relate technology to students' daily life	Dyknow	A-4 A-5 A-6 A-7 A-10 B-1 B-2 B-3 B-4 B-5 B-7 B-8
				Vocabulary	2	-use vocabulary of technology in written work and verbally	Word file Dyknow	

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/Section	No. of lessons	Learning objectives and activities	Resources	
				Reading	4	-Read and compare the advantages and disadvantages of technology -answer questions about the text	Word file Dyknow	B-9 C-2 C-4 C-6 C-7 C-8 C-9 C-10 C-13 C-14 D-1 D-2 D-3
3-4	12 Sept 2016 - 23 Sept 2016		-Usages of Singular and Plural nouns - Write a dialogue with the Singular and Plural nouns	Grammar	7	-definition of singular and plural nouns	Dyknow Word file	A-5 A-13 B-1 B-3 B-4 D-2 D-3 D-5 D-13
					2	-complete exercises of singular and plural nouns		
					2	-make a dialogue with singular and plural nouns in pairs		
					2	-review and consolidate previous knowledge		
					1	-provide additional exercises		
5	26 Sept 2016 - 30 Sept 2016		-Describe an invention through writing a script using Simple Present Tense and linking words	Group Project	7	-discuss how to invent a new product -Use appropriate shapes and materials to describe a product. - write a script to introduce a new invention -present their inventions correctly.	Dyknow Word file	A-10 A-11 A-13 B-1 B-2 B-3 B-4 B-6 B-9 B-11 B-12 B-14

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/Section	No. of lessons	Learning objectives and activities	Resources	
								B-15 C-14 C-15 D-1 D-3 D-4 D-5 D-9
6	4 Oct 2016- 7 Oct 2016		-Write an e-mail	Writing	6	-write an e-mail about the troubles caused by technology - peer correction	Dyknow	C-7 C-8 C-10 C-13 D-1 D-2 D-3 D-4 D-5 D-14
7	11 Oct 2016 – 14 Oct 2016		-Usages of Articles - Write a dialogue with Articles	Grammar	1	-definition of Articles	Dyknow Word file	A-5 A-13 B-1 B-2 B-3 D-1 D-2 D-3 D-5 D-13
					2	-complete exercises of Articles		
					2	-make a dialogue with Articles in pairs		
					1	-review and consolidate previous knowledge		
8	17 Oct 2016 -19 Oct 2016		-Revision & Test	Provide extra exercises and assess students' learning outcome	3	-review and consolidate previous knowledge -provide extra exercises	Dyknow Word file	
8-9	20 Oct 2016 -26 Oct 2016	Emotion	-Comfort someone with negative feelings	Speaking	7	-use vocabulary of emotion in written work and verbally -make a dialogue in pairs to comfort a friend	Dyknow	A-4 A-5 A-11 B-1

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/Section	No. of lessons	Learning objectives and activities	Resources	
						-say the dialogue in pairs		B-3 B-4 B-9 B-10 B-11 B-13 D-1 D-2 D-3 D-4 D-5 D-13
9-10	27 Oct 2016 – 4 Nov 2016		-Usages of Simple Present Tense, Present Continuous Tense, Simple Past tense and Simple Future Tense - Write a dialogue with appropriate tenses	Grammar	2	-definition of the five tenses	Dyknow Word file	A-5 A-13 B-1 B-2 B-3 D-1 D-2 D-3 D-4 D-5 D-13
					2	-complete the exercises in the Dyknow file		
					2	-make a dialogue with the five tenses		
					1	-review and consolidate previous knowledge		
					1	-provide additional exercises		
11	5 Nov 2016 – 11 Nov 2016		-Write a letter to comfort your friend	Writing	7	-discuss different ways to let off negative emotions. - structure of a letter - peer correction	Dyknow	A-5 A-8 A-10 A-11 A-13 B-5 B-9 B-11 B-16 B-17 B-18 C-7 C-10 C-13

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/Section	No. of lessons	Learning objectives and activities	Resources	
								D-1 D-2 D-3 D-4 D-5 D-14
12	14 Nov 2016 – 18 Nov 2016		-Revision & Test	Provide extra exercises and assess students' learning outcome	7	-review and consolidate previous knowledge -provide extra exercises	Dyknow Word file	

Sample 2

Pui Ching Middle School Scheme of Work

Class : Secondary 3 A-E

Subject : English

Scholastic : 2016-2017

Periods per week : 7

Books used :

Books	Authors	Press
1. New Junior Thematic Anthology 3 Set B		Oxford
2. Read To Achieve 2	Stephen Bachman	Cengage Learning
3. Merchant of Venice and Other Stories from Shakespeare's Play (Story A)	David Foulds	Oxford
4. Fog and other stories (Story B)	Bill Lowe	Oxford
5. Active Listening 3 Set B	K.S.Yuen	Aristo Educational Press Ltd.
6. Composition Practice 2	Linda Lonon Blanton Jessica Michelle Beck	Cengage Learning
7. Developing Skill Grammar & Usage Set B	C. Harris	Aristo Educational Press Ltd.

Scheme of Work

Week	Dates	Module / Unit		Major Content				Target BAAs
		Title	Objectives	Unit/section	Lessons	Learning objectives and activities	Resources	
1-5	01-09 / 01-10	Members of the global community Studying abroad	Learning about The world around us	1. TA Unit 1 & 2	16	Dictation 1 (20-09-2016) English Test 1 (30-09-2016) Preview lessons at home. Sentence Making 1 & 2. Newspaper Reflection 1	Books, video & audio discs, i-learning material & the Internet	A-6, A-10, A-13 B-3, B-6, B-9, B-16 C-1, C-4, C-6, C-10, C-11, C-12 D-2, D-4, D-9
				2. Story A Chapter 1	2	Preview the lesson at home. Answering questions and discussing about the story.		A-10, A-13 B-3, B-6, B-9, B-16 C-1, C-4, C-10, C-11, C-12
				3. Listening Unit 1,2	2	Listening to tape-script and answer the questions		A-5, A-6, A-8, A-10, A-11, A-13 B-9, B-16 C-10, C-12
				4. Composition 1	2	Write a narrative article about summer vacation after teachers' instructions.		D-2, D-3, D-4, D-8, D-9, D-10, D-12
				5. Read to Achieve P. 88, 90, 92, 94 Preview another 4 lessons at home p. 96,	2	Ask questions to check students' understanding of a text. Timed reading exercises		B-9, B-16, B-18 C-1, C-4, C-6, C-10, C-11, C-12

				6. Gr Unit 1,	8	Learn simple, perfect and		A-6, A-8, A-12,
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				2, 3, 15. Tenses -- Present Past Future Amounts		continuous & perfect continuous tenses about the present, the past and the future. Practice A~C + supplementary Collective noun + idioms		A-13, B-2, B-6, B-12, B-16, B-10, C-2, C-4, C-10, C-12, C-13, D-2, D-3, D-4
6-12	02-10 / 19-11	'Always on' culture Superstition	Learning about Wonderful things and people	1. TA Unit 7 Unit 8	16	Dictation 2 (24-10-2016) Dictation 3 (08-11-2016) English Test 2 (11-11-2016) Preview lessons at home. Sentence Making 3 & 4. Newspaper Reflection 2.	Books, video & audio discs, i-learning material & the Internet	A-6, A-10, A-13 B-3, B-6, B-9, B-16 C-1, C-4, C-6, C-10, C-11, C-12 D-2 D-4 D-9
				2. Story A Chapter 2	1	Answering questions and discussing about the story. Story Test 1 (Story ACh.1 & 2), (19-10-2016)		A-10, A-13 B-3, B-6, B-9, B-16 C-1, C-4, C-10, C-11, C-12
				3. Listening Unit 2, 3	2	Listening to tape-script and answer the questions Listening Test 1 (13-10-2016)		A-5, A-6, A-8, A-10, A-11, A-13 B-9, B-16 C-10, C-12
				4. Composition 2 Unit 4	2	Write a narrative article about an unforgettable event / incident		D-2, D-3, D-4, D-8, D-9, D-10, D-12

				5. Read to Achieve	3	Ask questions to check students' understanding of a text		B-9, B-16, B-18 C-1, C-4, C-6, C-10,
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				106,108,110, 112 P. 126, 128, 130 (Exam)		Preview another 4 lessons at home p.114, 116,118,124		C-11, C-12
				6. Gr Unit 4, 21 passive and conditionals	9	Learn Passive voice, Modal verbs, 'It is said that', Have something done and conditional clauses. Practice A~J Practice A~F Grammar Test 1 (03-10-2016) Grammar Test 2 (04-11-2016)		A-6, A-8, A-10, A-13, B-2, B-6, B-9, B-12, B-16, C-2, C-4, C-11, C-12, D-2, D-3, D-4
13-14	20-11 / 03-12	Exams						
15-21	04-12 / 28-01	Great places to visit Different walks of life	Learning about Humans & the environmen t	1. TA Unit 10 Unit 13	16	Dictation 4 (14-12-2016) TA test 3 (20-01-2017) Dictation 5 (23-01-2017) Sentence Making 5, 6 Newspaper Reflection 3	Books, video & audio discs, i-learning material & the	A-6, A-10, A-13 B-3, B-6, B-9, B-16 C-1, C-4, C-6, C-10, C-11, C-12 D-2, D-4, D-9
				2. Story A Chapter 3, 4	1	Preview the lesson at home. Answering questions and discussing about the story.		A-10, A-13 B-3, B-6, B-9, B-16 C-1, C-4, C-10, C-11, C-12

				3. Listening Unit 4, 5	2	Listening to tape-script and answer the questions Listening Test 2 (01-04-2017)	Internet	A-5, A-6, A-8, A-10, A-11, A-13 B-9, B-16
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							C-10, C-12
				4. Composition 4	2	Write an Informal Letter (An Email to a Friend – a Tour Plan in Macau)	D-2, D-3, D-4, D-9, D-10, D-12
				5. Read to Achieve P.132, 134, 136, 140	2	Ask questions to check students' understanding of a text Timed reading exercise Preview another 4 lessons	B-9, B-16, B-18 C-1, C-4, C-6, C-10, C-11, C-12
				6. Gr. Unit 6,7,8,9,10,13 Infinitives + gerunds & Participle phrases	9	6. The infinitive & the gerund (1) 7. The infinitive & the gerund (2) 8. Adjective + to-infinitive 9. Noun/pronoun + to-infinitive 10. Expression + -ing 13. Participle phrases Grammar Test 3 (13-01-2017)	A-6, A-10, A-12, A-13, B-2, B-9, B-12, B-16, B-10, C-4, C-10, C-11, C-12, C-13, D-2, D-3, D-4, D-8
22-26	05-02 /	Fun with the Ukulele	Learning about Study, school life & work,	1. TA Unit 15 Unit 18	16	Sentence Making 7, 8 Newspaper Reflection 4 Dictation 6 (17-02-2017) TA Test 4 (27-02-2017)	Books, video & audio discs, A-6, A-10, A-13 B-3, B-6, B-9, B-16 C-1, C-4, C-6, C-10, C-11, C-12 D-2, D-4, D-9

	11-03	Inventions that changed the world	Humans and the environment	2. Story B Chapter 2, 3	1	Preview the lesson at home Story Answering questions and discussing about the story. Test 2 (Story A Ch. 3, 4 & Story B Ch. 2, 3) (08-02-2017)	i-learning material & the Internet	A-10, A-13 C-1, C-4, C-10, C-11, C-12
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				3. Listening Unit 5, 6	2	Listening to tape-script and answer the questions		A-5, A-6, A-8, A-10, A-11, A-13 B-9, B-16 C-10, C-12
				4. Composition 5, 6	4	5. Writing a Formal Letter Asking for a Job 6. Write a Letter of Complaint		D-2, D-3, D-4, D-9, D-10, D-12
				5. Read to Achieve P. 150, 152, 154, 156 P. 166, 168, 170 (Exam)	2	Preview another 4 lessons at home. P. 158, 160, 162, 164 Ask questions to check students' understanding of a text		B-9, B-16, B-16 C-1, C-4, C-6, C-10, C-11, C-12
				6. Gr Unit 12, 14, Appendix 3 Question tag Reported speech	8	12. Question tag 14. Reported speech * Appendix 3 Practice A~E Grammar Test 4 (03-03-2017)		A-6, A-8, A-10, A-12, B-2, B-6, B-9, B-16, B-10, C-2, C-4, C-10, C-11, C-12, D-2, D-3, D-4

27-28	12-03 / 25-03	Exams (2 nd term)
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29-33	26-03 / 29-04	Talk the talk, walk the walk From barter to e-money	Learning about Rights & responsibility and The world around us	1. T.A. Unit 20 Unit 23	16	Sentence Making 9, 10 Newspaper Reflection 5 Dictation 7 (07-04-2017) TA Test 5 (26-04-2017)	Books, video & audio discs, i-learning material & the Internet	A-6, A-10, A-13 B-3, B-6, B-9, B-16 C-1, C-4, C-6, C-10, C-11, C-12 D-2, D-4, D-9
				2. Story A Ch. 5 Story B Ch. 4	2	Preview the lesson at home Answering questions and discussing		A-10, A-13 C-1, C-4, C-10, C-11, C-12
				3. Listening Unit 7	2	Listening to tape-script and answer the questions		A-5, A-6, A-8, A-10, A-11, A-13 B-9, B-16 C-10, C-12
				4. Composition	2	7. Expository Writing: Lunar New Year Superstition		D-2, D-3, D-4, D-9, D-10, D-12
				5. Read to Achieve P. 172, 174, 176, 178	2	Preview another 3 lessons at home. P.1180,182, 184, 186 Ask questions to check students' understanding of a		B-9, B-16, B-18 C-1, C-4, C-6, C-10, C-11, C-12

				<p>Gr Unit 16, 18, 19, 20, 22</p> <p>Adding information</p> <p>Expressing time, place & manner</p> <p>Expressing</p>	<p>16. Using connectives to give more information. Using time links to give more information.</p> <p>18. Usage of when & where, how & manner + place + time</p> <p>19. Using to infinitive, in order to/ so as to. Expressing negative purpose by using so that...not/ so</p>		<p>A-6, A-10, A-12, A-13, B-2, B-6, B-9, B-12, B-10, C-2, C-4, C-10, C-12, C-13, D-2, D-3, D-4, D-8</p>
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				purpose Expressing contrast		as not/ in order not to 20. Using but, although/though & etc. 22. Phrasal verbs 16. Adding information 18. Expressing time, place & manner 19. Expressing purpose 20. Expressing contrast Grammar Test 5 (05-05-2017)		
34-38	30-04 / 03-06	The dangers of technology Money sense	Learning about Rights & responsibility and The world around us	1. T.A. Unit 21 Unit 24	16	Sentence Making 11, 12 Newspaper Reflection 6 Dictation 8 (10-05-2017) Dictation 9 (24-05-2017) TA Test 6 (29-05-2017)	Books, video & audio discs, i-learning material & the Internet	A-6, A-10, A-13 B-3, B-6, B-9, B-16 C-1, C-4, C-6, C-10, C-11, C-12 D-2, D-4, D-9
				2. Story B Ch. 6, 7	2	Preview the lesson at home Answering questions and discussing about the story. Story Test 3 (Story A Ch. 5 & Story B Ch. 4, 6, 7) (19-05-2017)		A-10, A-13 C-1, C-4, C-10, C-11, C-12
				3. Listening Unit 8	2	Listening to tape-script and answer the questions. Listening Test 3 (06-05-2017)		A-5, A-6, A-8, A-10, A-11, A-13 B-9, B-16 C-10, C-12

				4. Composition	2	8. Write a descriptive article about a person (a friend, a relative, or a pop star)		D-2, D-3, D-4, D-9, D-10, D-12
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						9. Write a study plan for the final exam		
				5. Read to Achieve P. 188, 190,191,192, 194 P. 204, 206	2	Preview another 4 lessons at home. P.196, 198, 200, 202 Ask questions to check students' understanding of a text		B-9, B-16, B-18 C-1, C-4, C-6, C-10, C-11, C-12
				6. Gr Appendix 4 Supplement : Noun clauses, Adjective clause,		Formation of noun clauses Usage of noun clauses Formation of adjective clauses Defining & non-defining adjective clauses		A-6, A-8, A-12, A-13, B-2, B-6, B-9, B-12, B-10, C-2, C-4, C-10, C-12, C-13, D-2, D-3, D-4,
39-40	04-06 / 17-06	Exams (final)						

Sample 3

Keang Peng School

Scheme of Work

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/Section	No. of lessons	Learning objectives and activities	Resources	
1	2 Sept, 2016	Getting everything started	<p>General English</p> <ul style="list-style-type: none"> ● Getting students ready for the new semester 	Introduction	1	<ul style="list-style-type: none"> ● Introduce the semester plan ● Set ground rules ● Set classroom language 		A13
2	5 Sept, 2016 – 9 Sept, 2016	Smart Buying and Shopping	<p>Listening</p> <ul style="list-style-type: none"> ● Identify key information in a sentence ● Identify the main focus of an utterance ● Deduce intention and attitude from the speaker's intonation <p>Reading</p> <ul style="list-style-type: none"> ● Arouse students' interest in smart buying and selling ● Understand the features of a sales presentation ● Locate general and specific information in a shopping guide, a leaflet and a transcript of a sales presentation ● Use linguistic and contextual clues to guess the meaning of unfamiliar words 	Unit 1	5	<ul style="list-style-type: none"> ● Learn the new words related to the unit ● Extract previous knowledge about buying and selling 		A5 A9 A10 A13 C2 C3 C5 C8 C10 C11

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/Section	No. of lessons	Learning objectives and activities	Resources	
3	12 Sept, 2016 – 16 Sept, 2016	Smart Buying and Shopping	<p>Listening</p> <ul style="list-style-type: none"> ● Identify key information in a sentence ● Identify the main focus of an utterance ● Deduce intention and attitude from the speaker's intonation <p>Reading</p> <ul style="list-style-type: none"> ● Identify the main ideas and key details ● Work out the meaning of unfamiliar words ● Ask and answer questions to demonstrate understanding of a text ● Understand the connection between ideas 	Unit 1	4	<ul style="list-style-type: none"> ● Read the passage ● Give responses to questions listed in the book and raised by the teacher ● Listen to dialogue between two people ● Listen and identify the relevant information from a recording 		A5 A9 A10 A13 C2 C8 C9 C10
4	19 Sept, 2016 – 23 Sept, 2016	Smart Buying and Shopping	<p>Speaking</p> <ul style="list-style-type: none"> ● Try to pronounce a new word from its spelling <p>Listening</p> <ul style="list-style-type: none"> ● Identify key information in a sentence ● Identify the main focus of an utterance ● Identify the main ideas in simple spoken text <p>Grammar</p> <ul style="list-style-type: none"> ● Part of speech + Sentence structure + Questions & Question words 	Unit 1	5	<ul style="list-style-type: none"> ● Read the passage ● Give responses to questions listed in the book and raised by the teacher ● Listen to a conversation between two people while finishing one's note 		B1 A5 A9 A11

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/Section	No. of lessons	Learning objectives and activities	Resources	
5	19 Sept, 2016 – 23 Sept, 2016	Smart Buying and Shopping	<ul style="list-style-type: none"> ● Test Revision <p>Grammar</p> <ul style="list-style-type: none"> ● Questions 	Unit 1	5	<ul style="list-style-type: none"> ● Review what is important in the test 		C-10
6	3 Oct, 2016 – 7 Oct, 2016	The Shoe Shiners	<p>Listening</p> <ul style="list-style-type: none"> ● Identify key information in a sentence ● Identify the main focus of an utterance <p>Reading</p> <ul style="list-style-type: none"> ● Arouse students' interest in traditional trades of Hong Kong ● Use linguistic and contextual clues to guess the meaning of unfamiliar words 	Unit 2	3	<ul style="list-style-type: none"> ● Learn the new words related to the unit ● Discuss what they know about traditional trades in Macau 		A5 A9 A13 C2 C3 C5
7	10 Oct 2016 – 14 Oct 2016	Test Evaluation	<ul style="list-style-type: none"> ● Test Evaluation 		1	<ul style="list-style-type: none"> ● Self-evaluate what has been done right and improperly in the test 		
8	17 Oct, 2016 – 21 Oct, 2016	The Shoe Shiners	<p>Reading</p> <ul style="list-style-type: none"> ● Understand the features of a story, a tapescript of an interview and a feature article ● Extract general and specific information from a story, a tapescript of an interview and a feature article ● understand the connections between facts by identifying a range of cohesive 	Unit 2	5	<ul style="list-style-type: none"> ● Read the passage ● Give responses to questions listed in the book and raised by the teacher ● Brainstorm ideas about a short story based on the given pictures 		A5 A9 A10 A13 C2 C8 C9 C10 C11

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/Section	No. of lessons	Learning objectives and activities	Resources	
			devices <ul style="list-style-type: none"> ● use linguistic and contextual clues to guess the meaning of unfamiliar words <u>Listening</u> <ul style="list-style-type: none"> ● Identify key information in a sentence ● Identify the main focus of an utterance ● Identify the main ideas in simple spoken text <u>Writing</u> <ul style="list-style-type: none"> ● Write a short story (based on pictures) ● Learn about writing correction symbols 					D7 D8 D12
9	24 Oct, 2016 - 28 Oct, 2016	The Shoe Shiners	<u>Writing</u> <ul style="list-style-type: none"> ● Revise and edit writing drafts <u>Listening</u> <ul style="list-style-type: none"> ● Identify key information in a sentence ● Listen for cause and effect ● Identify a speaker's tone and mood <u>Grammar</u> <ul style="list-style-type: none"> ● Present Perfect vs. Simple Past ● Future forms 	Unit 2	4	<ul style="list-style-type: none"> ● Revise writing drafts ● Listen for specific feelings 		D11 A5 A7 A10 A13
10	31 Oct, 2016 – 4 Nov, 2016	Test Revision	<ul style="list-style-type: none"> ● Test Revision <u>Listening</u> <ul style="list-style-type: none"> ● Identify key information in a sentence ● Identify the main focus of an utterance ● Deduce intention and attitude from the speaker's intonation <u>Grammar</u> <ul style="list-style-type: none"> ● Future forms 		5	<ul style="list-style-type: none"> ● Revise for tests ● Extract useful materials and information from listening source 		A5 A9 A10 A13

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/Section	No. of lessons	Learning objectives and activities	Resources	
11	7 Nov, 2016 – 11 Nov, 2016	Test Revision	<ul style="list-style-type: none"> ● Test Revision 		2	<ul style="list-style-type: none"> ● Revise for tests 		
12	14 Nov, 2016 – 18 Nov, 2016	Clean Up!	<p>Grammar</p> <ul style="list-style-type: none"> ● Future forms <p>Reading</p> <ul style="list-style-type: none"> ● Arouse students' interest in keeping city clean ● Understand the features of a poster and letters <p>Speaking</p> <ul style="list-style-type: none"> ● Present on a selected topics in magazines 	Unit 3	5	<ul style="list-style-type: none"> ● Discuss main causes of pollution in Macau ● Discuss how to clean up the city ● Present on specific magazine topics 		C2 C3 C5B4 B7 B9 B10 B16
13	21 Nov, 2016 – 25 Nov, 2016		<ul style="list-style-type: none"> ● Military Practice 					
14	28 Nov, 2016 – 2 Dec, 2016	Clean Up!	<p>Reading</p> <ul style="list-style-type: none"> ● Understand the features of a poster and letter ● Extract general and specific information from a poster and letter ● understand the connections between 	Unit 3	5	<ul style="list-style-type: none"> ● Discuss to find out specific information from a text ● Fill in a note sheet about story elements ● Pay attention to details 	Note Sheet of story elements	C2 C8 C9 C10 D11 D12

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/Section	No. of lessons	Learning objectives and activities	Resources	
			<ul style="list-style-type: none"> facts by identifying a range of cohesive devices ● use linguistic and contextual clues to guess the meaning of unfamiliar words <p>Writing</p> <ul style="list-style-type: none"> ● Write a story script ● Revise composition test <p>Listening</p> <ul style="list-style-type: none"> ● Identify key information in a sentence ● Listen for main ideas ● Listen for supporting details 			of listening exercise		D13 A4 A5 A6 A7 A13
15	5 Dec, 2016 – 9 Dec, 2016	Revision	<p>Grammar</p> <ul style="list-style-type: none"> ● Passive voice <p>Listening</p> <ul style="list-style-type: none"> ● Identify key information in a sentence ● Identify the main focus of an utterance ● Deduce intention and attitude from the speaker's intonation 		5	<ul style="list-style-type: none"> ● Focus on new English usage ● Focus on intensive listening practice 		A5 A9 A10 A13
16	12 Dec, 2016 – 16 Dec, 2016	Revision	<p>Grammar</p> <ul style="list-style-type: none"> ● Passive voice <p>Listening</p> <ul style="list-style-type: none"> ● Identify key information in a sentence ● Identify the main focus of an utterance ● Deduce intention and attitude from the speaker's intonation <ul style="list-style-type: none"> ● Test Revision 		5	<ul style="list-style-type: none"> ● Focus on new English usage ● Focus on intensive listening practice 		A5 A9 A10 A13

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/Section	No. of lessons	Learning objectives and activities	Resources	
17	19 Dec, 2016 – 23 Dec, 2016		Holiday					
18	26 Dec, 2016 – 30 Dec, 2016		<u>Grammar</u> <ul style="list-style-type: none"> ● Used to vs. be used to ● Prepositions <u>Listening</u> <ul style="list-style-type: none"> ● Identify key information in a sentence ● Identify the main focus of an utterance ● Deduce intention and attitude from the speaker's intonation 		4	<ul style="list-style-type: none"> ● Focus on new English usage ● Focus on intensive listening practice 		A5 A9 A10 A13
19	2 Jan, 2017 – 6 Jan, 2017		<u>Grammar</u> <ul style="list-style-type: none"> ● Present Perfect Continuous vs. Present Perfect <u>Reading</u> <ul style="list-style-type: none"> ● Identify key information from magazine 		3	<ul style="list-style-type: none"> ● Focus on new English usage ● Focus on intensive listening practice 		A5 A9 A10 A13
20	9 Jan, 2017 – 13 Jan, 2017	Exam Revision	<ul style="list-style-type: none"> ● Exam Revision 		3	<ul style="list-style-type: none"> ● Get ready for summative assessment 		

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