

## MASTER'S THESIS

### A study on the roles of English panel chairpersons in the management of curriculum developments and innovations in English language teaching in secondary schools of Hong Kong

Ho, Sai Ming

*Date of Award:*  
2003

[Link to publication](#)

#### General rights

Copyright and intellectual property rights for the publications made accessible in HKBU Scholars are retained by the authors and/or other copyright owners. In addition to the restrictions prescribed by the Copyright Ordinance of Hong Kong, all users and readers must also observe the following terms of use:

- Users may download and print one copy of any publication from HKBU Scholars for the purpose of private study or research
- Users cannot further distribute the material or use it for any profit-making activity or commercial gain
- To share publications in HKBU Scholars with others, users are welcome to freely distribute the permanent URL assigned to the publication

**A Study on the Roles of English Panel  
Chairpersons in the Management of  
Curriculum Developments and Innovations  
in English Language Teaching in Secondary  
Schools of Hong Kong.**

**HO SAI MING**

**STUDENT NO. 01405675**

**A Dissertation Submitted In Partial Fulfillment Of The  
MASTER OF ARTS IN LANGUAGE STUDIES**

**HONG KONG BAPTIST UNIVERSITY**

**AUGUST 2003**

## Abstract

The main purpose of this qualitative study is to investigate the management of curriculum development and innovations in English Language Teaching (ELT) in secondary schools of Hong Kong from about 1999 to 2003. The main focus is to find out the roles of the English panel heads and their management techniques in innovative curriculum development. The contribution of the school management and English teachers, the difficulties encountered in the implementation process and the factors for success will also be discussed.

Information was obtained from eight English panel heads teaching in secondary schools of Hong Kong through semi-structured interviews based on a self-devised interview guideline and a questionnaire. Half of the respondents were from EMI schools while the other half from CMI schools.

Various models for the implementation and management of curriculum developments are discussed, including Skilbeck's Situational Management Model (1985) and Sergiovanni's source of authority (1995).

It was found that many school-based curriculum innovations had been carried out in secondary schools of Hong Kong, including task-based learning, project-based learning and the promotion of reading. The greatest difficulties in carrying out curriculum innovations are all associated with teachers: increase in their workload, lack of skills and knowledge, the lack of time and fear for accountability. The most important factors of success in ELT curriculum developments are the leadership of the English panel head and the involvement of the teachers.

It is suggested that a collaborative culture be established in school and different innovation strategies be used if successful changes in the curriculum were to be carried out in school.

## 香港中學英文科課程發展和改革：英文科科主任角色之質性調查

此質性調查，目的是研究香港於一九九九至二零零三年期間，中學英文科的課程發展和改革。調查的重點為英文科科主任在課改中所扮演的角色和所採取的管理技巧。此外，研究也嘗試探討學校管理階層及英文科老師對課程發展的貢獻、實行課程發展中所遇到的困難、以及成功推行課改的因素。

本研究的資料乃通過訪問八位現職英文科科主任而來。當中四人任教於以英語為授課語言的中學，其餘四人則在以中文為授課語言的中學工作。訪問以半規範式的問答方式進行。研究嘗試以不同學者的理論來探討課程發展，當中包括史喬伯 (Skilbeck, 1985) 的環境管理模式和薛朱雲尼 (Sergiovanni, 1995) 的權力來源理論。

調查發現，香港很多中學已在英文科實行以學校為本的課程改革，最顯著者為課業為本學習、專題研習、以及為提高閱讀興趣而設立的早讀課。結果顯示，課改中最大的困難皆與老師有關，例如增加工作量、缺乏所需知識和技能、時間不足和害怕承擔責任。至於課改的成功因素，首要為英文科科主任的領導及教師的參與。通過建立互助文化和採用有效的管理策略，英文科的課程發展和改革有望成功推行。

## Table of Contents

Declaration .....	ii
Preface .....	iii
Acknowledgements .....	iv
Abstract .....	vi
Table of Contents .....	vii
List of Tables/Figure .....	ix
<b>Chapter 1 Introduction .....</b>	<b>1</b>
1.1 Historical Background for Educational Reform .....	1
1.2 Education Reform .....	5
1.3 English Language Education in Hong Kong .....	9
1.4 Outline of the Problem .....	24
1.5 Purposes of the Study .....	26
1.6 Significance of the Study .....	27
1.7 Research Questions .....	28
1.8 Assumptions .....	29
1.9 Definition of Terms .....	30
1.10 Abbreviations Used in this Study .....	33
1.11 Organization of the Study .....	34
<b>Chapter 2 Review of Literature .....</b>	<b>35</b>
2.1 Curriculum .....	36
2.2 Curriculum Development .....	39
2.3 Curriculum Innovations .....	44
2.4 Curriculum Developments in English Language Teaching .....	58
2.5 Role of the English Panel Head in CD .....	71
2.6 Researches on Curriculum Development .....	74
2.7 Framework of the Study .....	82

<b>Chapter 3</b>	<b>Methodology</b> .....	83
3.1	Characteristics of Participants .....	84
3.2	Procedures .....	93
3.3	Data Collection Methods .....	95
3.4	Data Analysis of Case Studies.....	101
3.5	Justification of Method .....	103
<b>Chapter 4</b>	<b>Findings and Discussion</b> .....	108
4.1	Similarities in Background.....	109
4.2	Personal Attributes and Job Satisfaction.....	126
4.3	Occupational Level and Job Satisfaction.....	127
4.4	The Six Determinants of Job Satisfaction .....	135
4.5	Difficulties Encountered in Curriculum Innovations.....	156
4.6	Factors Affecting the Success of Curriculum Developments....	159
4.7	Comparisons between Perceptions on CDs with the Real Situations in School.....	174
4.8	Management Techniques in Curriculum Developments.....	178
<b>Chapter 5</b>	<b>Summary, Implications and Conclusion</b> .....	189
5.1	Summaries of Major Findings .....	190
5.2	Implications of Findings on Roles and Duties of EPCs.....	200
5.3	Implications of Findings on the Roles of Administrators.....	210
5.4	Limitations of the Study.....	212
5.5	Hypotheses.....	214
5.6	Recommendations for Further Studies.....	215
<b>Appendices</b>	.....	219
<b>Appendix I</b>		
	Interview Guidelines .....	219
<b>Appendix II</b>		
	Questionnaire .....	225
<b>Bibliography</b>	.....	228