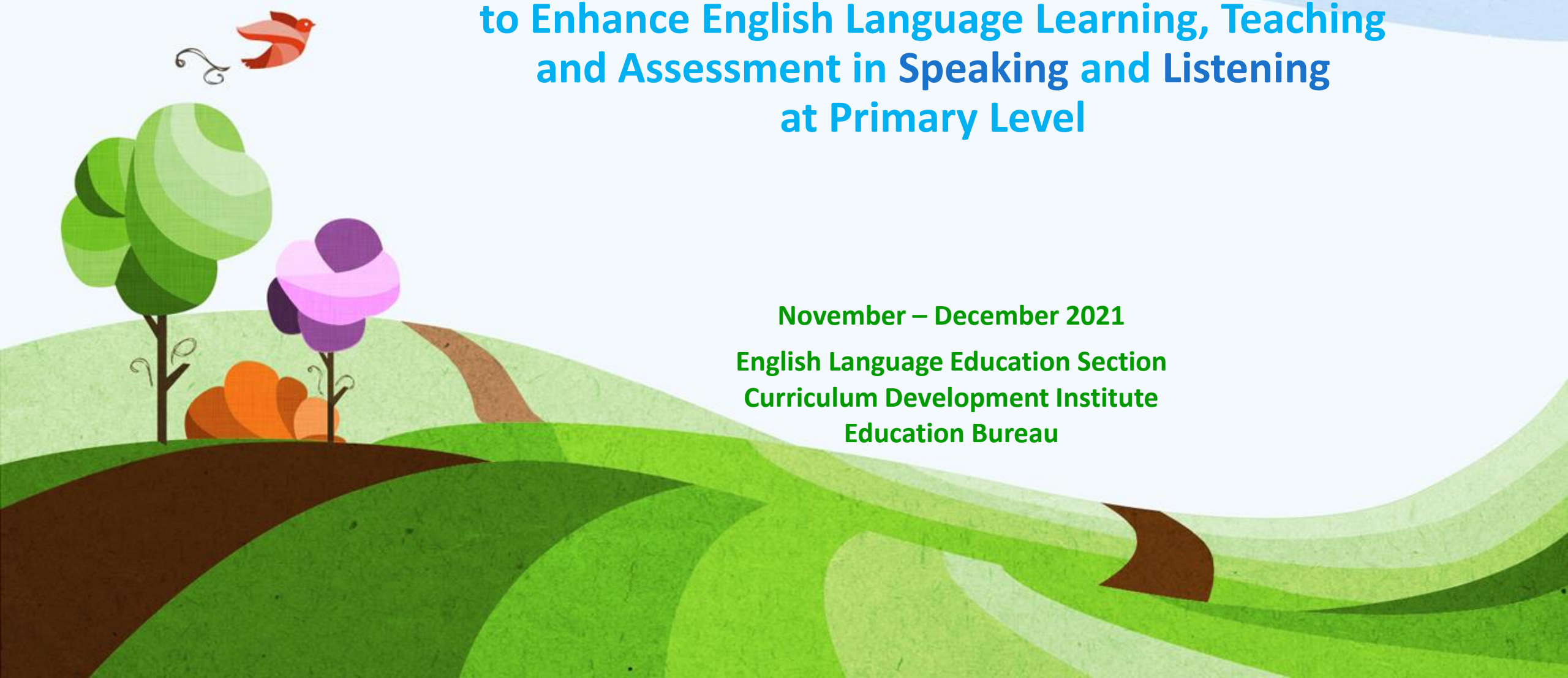
Effective Use of the Learning Progression Framework to Enhance English Language Learning, Teaching and Assessment in Speaking and Listening at Primary Level



November – December 2021

English Language Education Section
Curriculum Development Institute
Education Bureau

Rundown of the Programme

Part 1	Introduction to the Learning Progression Framework (LPF)
Part 2	Using the LPF to Enhance the Learning and Teaching of Speaking Skills
Part 3	Using the LPF to Enhance the Learning and Teaching of Listening Skills

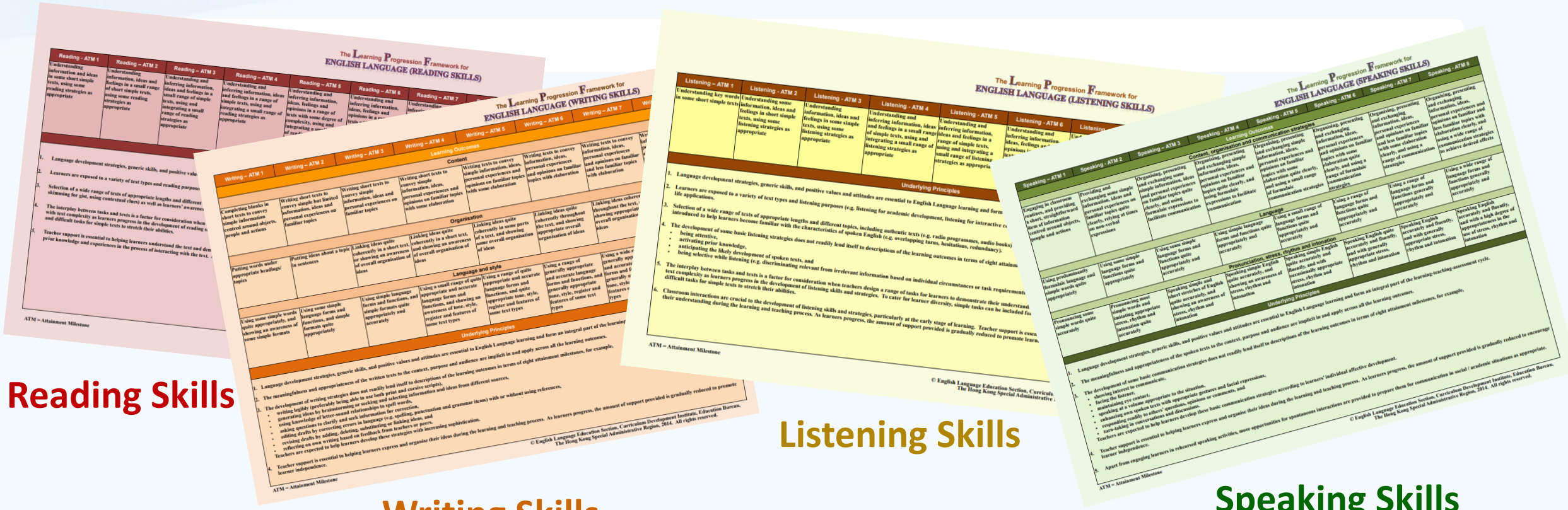
Objectives

- To introduce the Learning Progression Framework (LPF) for English Language as a reference tool to give constructive feedback and improve students' speaking and listening skills at primary level;
- To provide suggestions for teachers to improve students' speaking and listening skills by designing appropriate learning tasks and activities; and
- To inspire teachers with hands-on activities on designing/revising learning tasks and activities to improve students' speaking and listening skills

Part 1

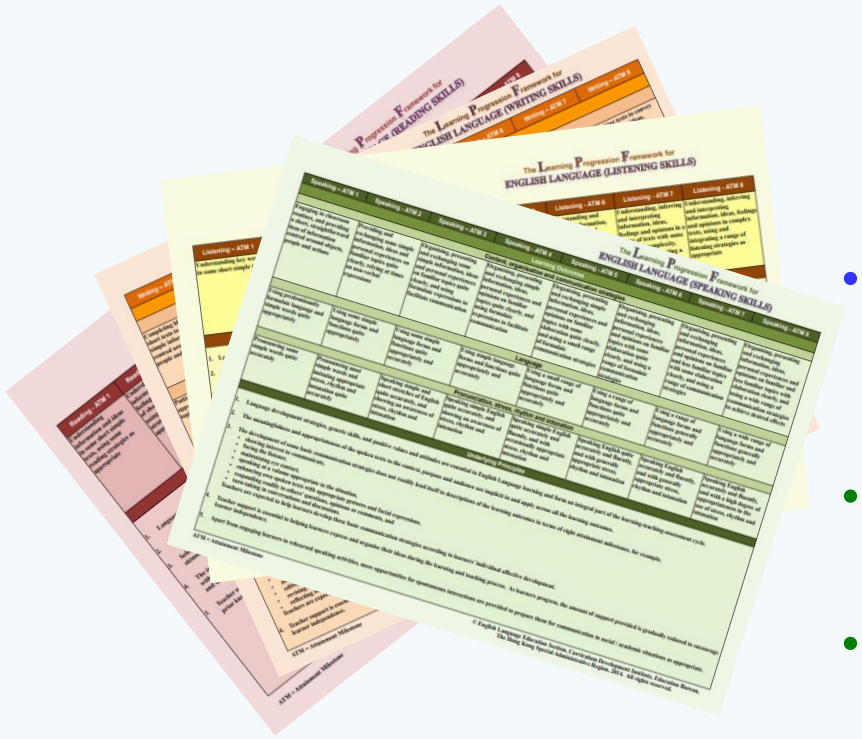
Introduction to the Learning Progression Framework (LPF)

The Learning Progression Framework (LPF) for English Language



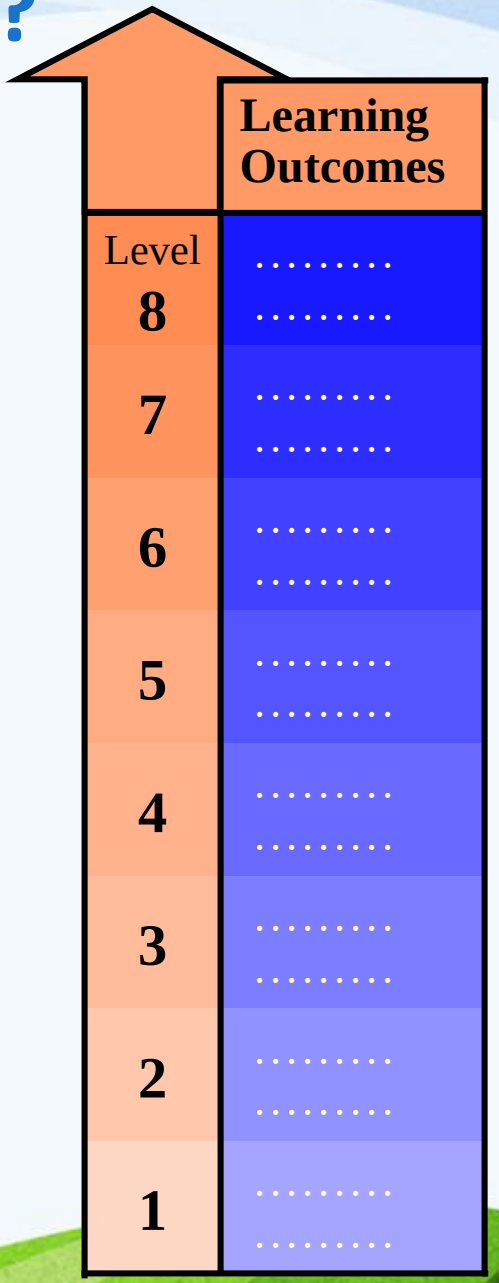
http://www.edb.gov.hk/lpfenglish

What is the Learning Progression Framework (LPF)?

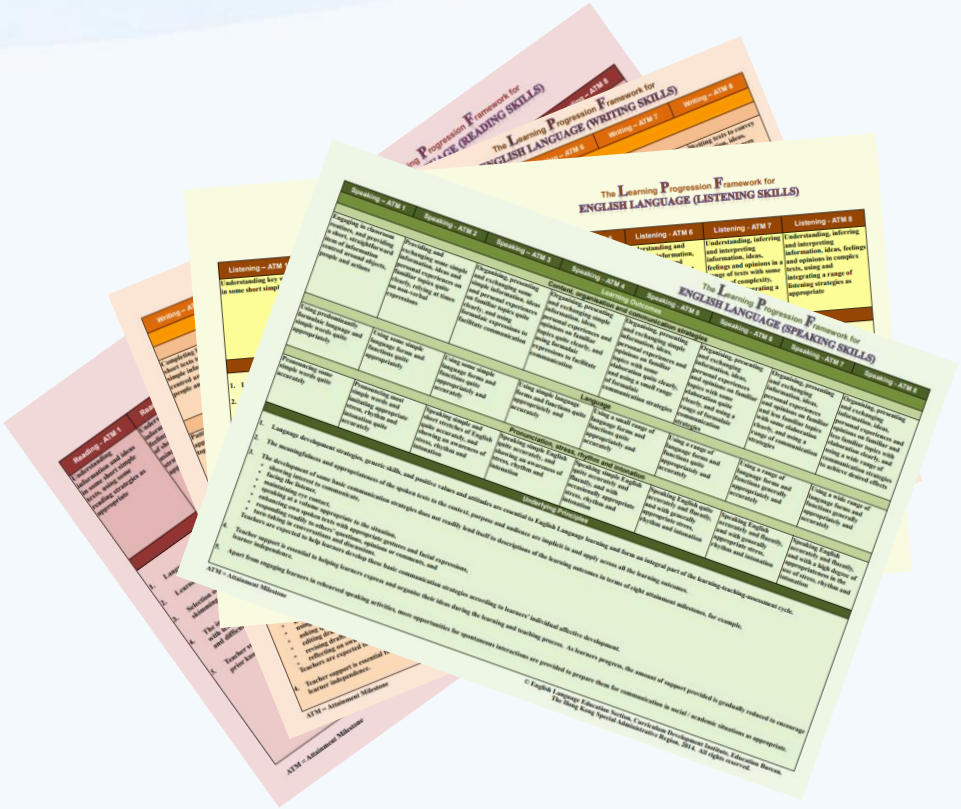


The LPF:

- represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Objectives of the English Language curriculum;
- is made up of Attainment Milestones organised under the four language skills and divided into eight levels of attainment;
- helps teachers better understand and articulate learners' performance; and
- helps teachers plan strategically how to enhance English Language learning, teaching and assessment.

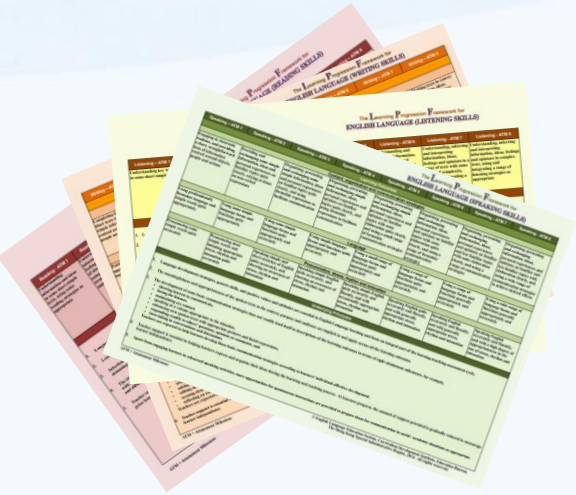


What are the purposes of developing the LPF?



- ✓ To provide reference for understanding students' learning progress
- ✓ To plan and review
- ✓ To help students progress along the learning continuum
- ✗ **Not** for summative assessment / Benchmarking students

The Structure of the LPF for English Language



Attainment Milestones (ATMs) organised and presented under the four language skills

ATMs for each language skill expressed in the form of outcome statements (a general description of learner performance)

Pointers provide specific examples of what learners are able to do in demonstrating the LOs.

Exemplars illustrate the expected student performance.

Outcome Statements

Underlying Principles

Pointers

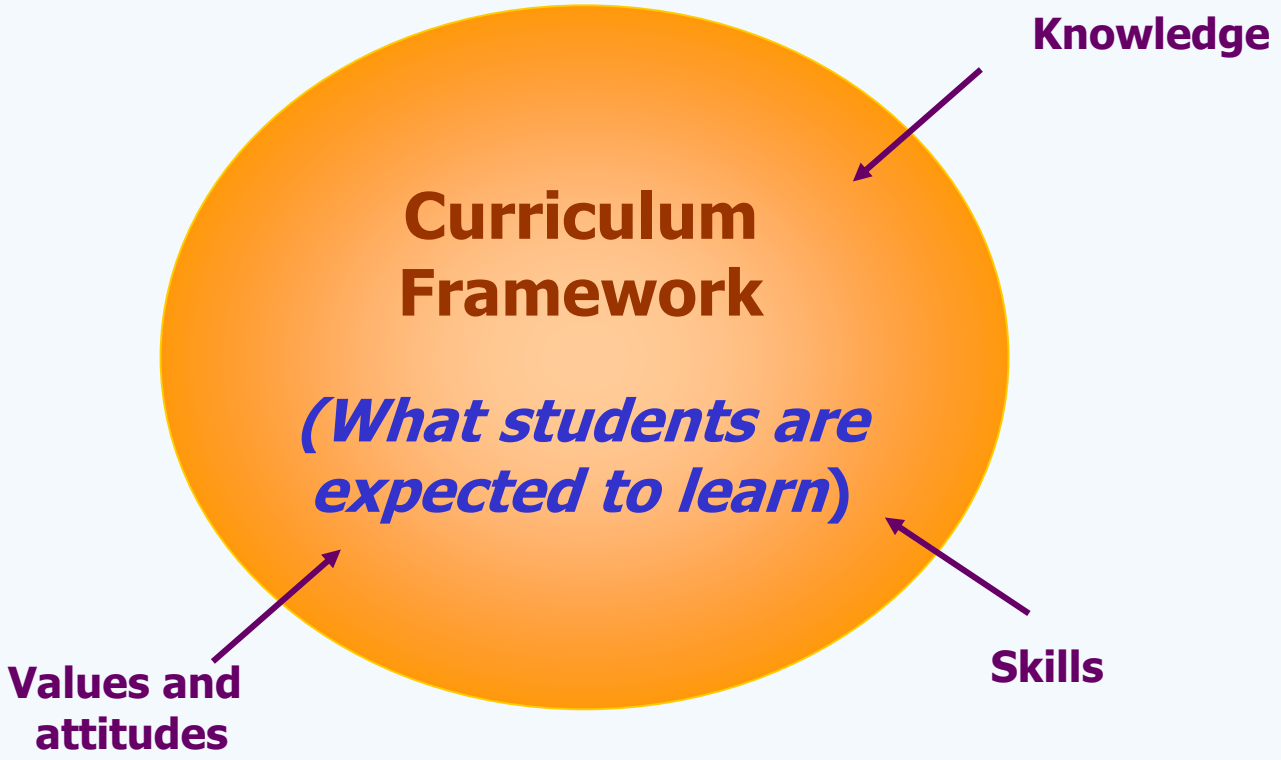
Learners can, for example,

- _____
- _____
- _____
- _____

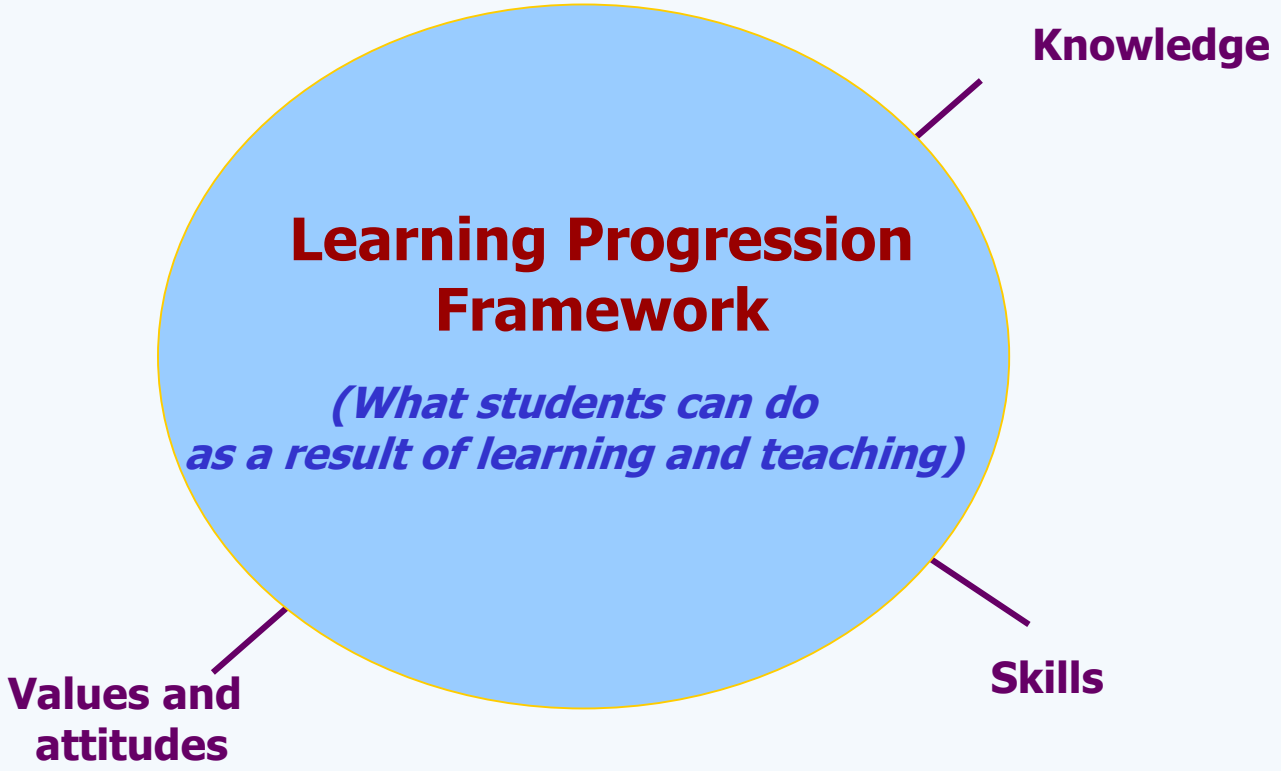
Exemplars

Underlying Principles elucidate some of the learning objectives which do not lend themselves to the description in terms of 8 attainment milestones but are essential to English language learning.

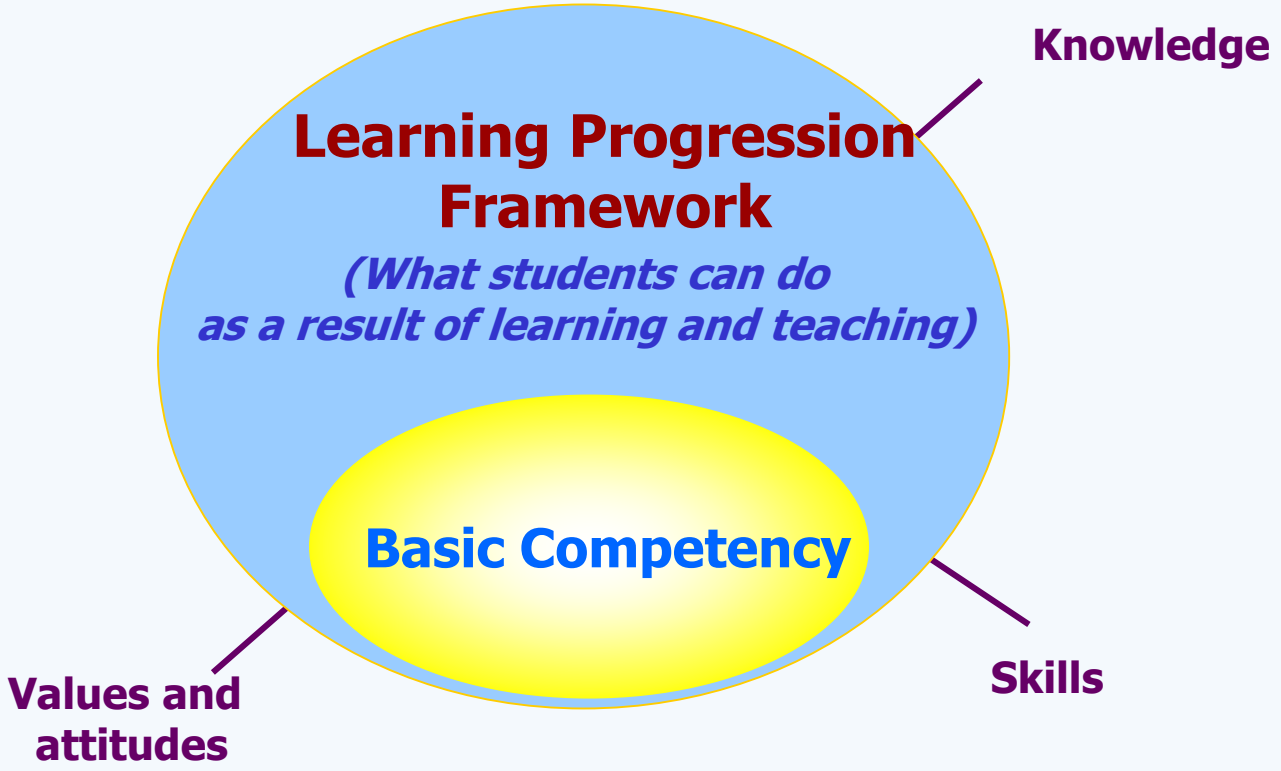
Relationship between the Curriculum Framework, LPF and BC



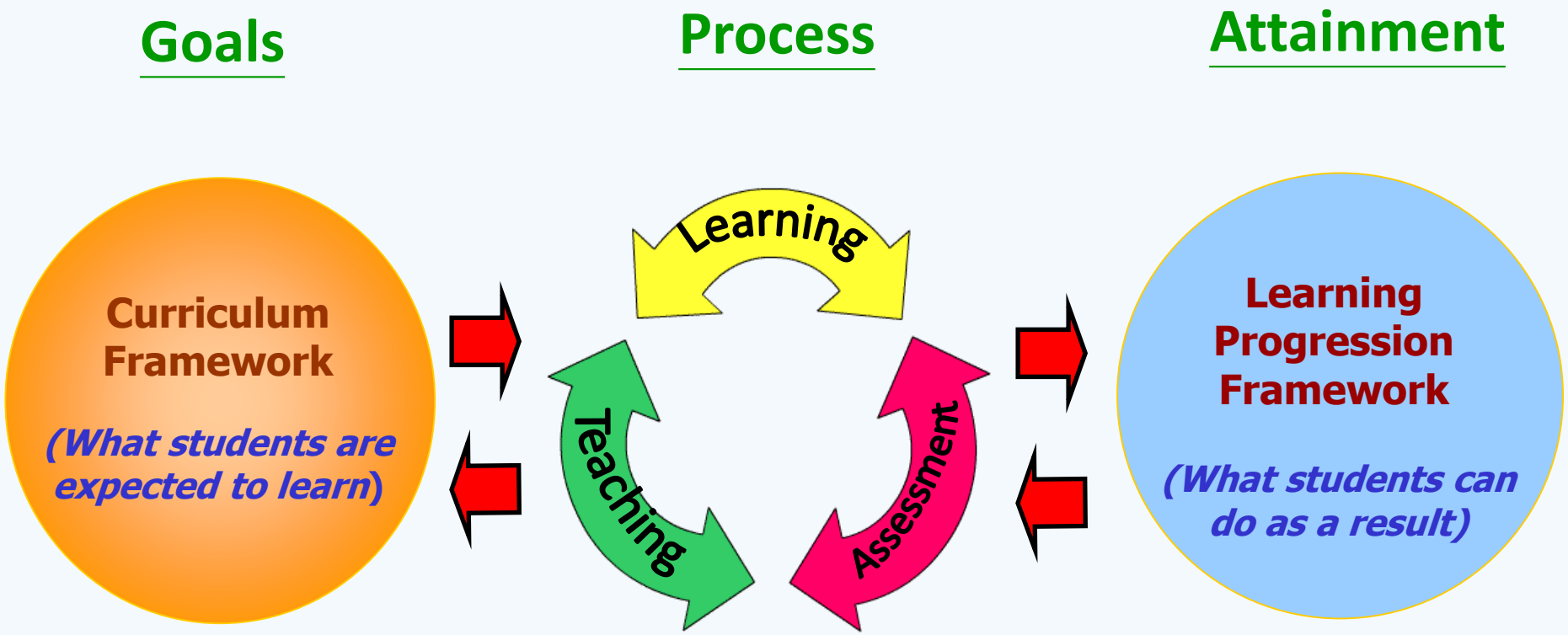
Relationship between the Curriculum Framework, LPF and BC



Relationship between the Curriculum Framework, LPF and BC



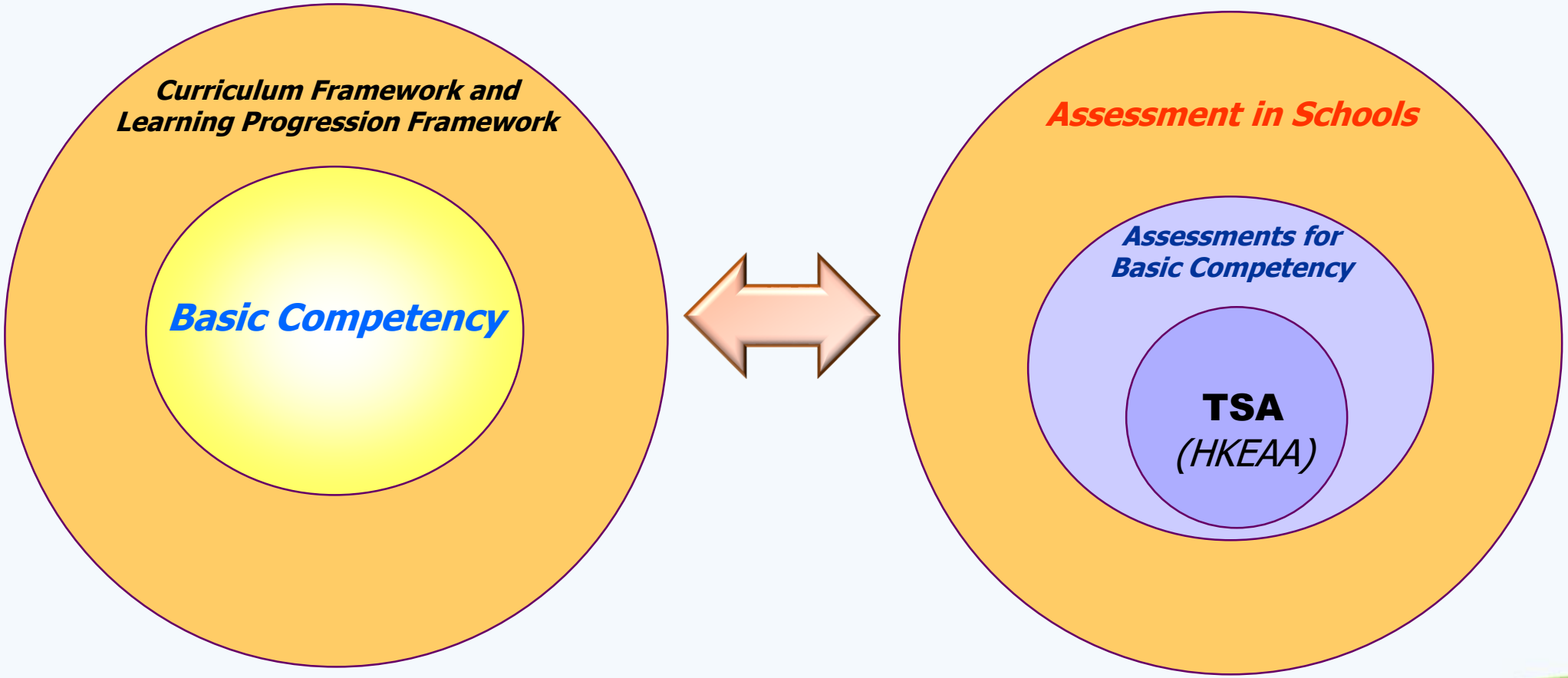
Curriculum Framework, Learning, Teaching and Assessment, and Learning Progression Framework (LPF)



Curriculum and Assessment

Curriculum Framework and Learning Progression Framework

Assessment for/as Learning



Part 2

Using the LPF to Enhance the Learning and Teaching of **Speaking** Skills

The LPF for English Language (Speaking)

The Learning Progression Framework for ENGLISH LANGUAGE (SPEAKING SKILLS)

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions	Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects
Language							
Using predominantly formulaic language and simple words quite appropriately	Using some simple language forms and functions quite appropriately	Using some simple language forms and functions quite appropriately and accurately	Using simple language forms and functions quite appropriately and accurately	Using a small range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions generally appropriately and accurately	Using a wide range of language forms and functions generally appropriately and accurately
Pronunciation, stress, rhythm and intonation							
Pronouncing some simple words quite accurately	Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation

Underlying Principles

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.

2. The meaningfulness and appropriateness of the spoken texts to the context, purpose and audience are implicit in and apply across all the learning outcomes.

3. The development of some basic communication strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example,
   - showing interest to communicate,
   - facing the listener,
   - maintaining eye contact,
   - speaking at a volume appropriate to the situation,
   - enhancing own spoken texts with appropriate gestures and facial expressions,
   - responding readily to others' questions, opinions or comments, and
   - turn-taking in conversations and discussions.

   Teachers are expected to help learners develop these basic communication strategies according to learners' individual affective development.

4. Teacher support is essential to helping learners express and organise their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to encourage learner independence.

5. Apart from engaging learners in rehearsed speaking activities, more opportunities for spontaneous interactions are provided to prepare them for communication in social / academic situations as appropriate.

ATM = Attainment Milestone

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The LPF for English Language (Speaking) – Underlying Principles

1. **language development strategies**, **generic skills**, and **positive values and attitudes** **(all 4 skills)**
2. meaningfulness and appropriateness of the texts to the **context**, **purpose** and **audience** **(Speaking and Writing)**
3. development of some **basic communication strategies** (e.g. showing interest to communicate, facing the listener, maintaining eye contact, speaking at a volume appropriate to the situation, etc.)
4. the provision of support and the need to encourage **learner independence** **(all 4 skills)**
5. provision of rehearsed speaking activities and **spontaneous interactions**

Understanding the Learning Progression

Activity 1a - Identify the missing learning outcomes for "**Content, organisation and communication strategies**" from the choices given

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions	_____	Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	_____	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies	_____	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects

a. Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication

b. Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions

c. Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies

Understanding the Learning Progression

Activity 1a - Identify the missing learning outcomes for "**Content, organisation and communication strategies**" from the choices given

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions	b.	Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	a.	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies	c.	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects

a.	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication
b.	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions
c.	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies

Progression of the Learning Outcomes - Content, Organisation and Communication Strategies

ATM 2

Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions

ATM 4

Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication

ATM 7

Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies

The LPF for English Language (Speaking)

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions	**Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions**	**Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication**	**Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication**	**Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies**	**Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies**	**Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies**	**Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects**
Pointers *Learners can, for example,* • exchange simple greetings and farewells • make simple requests • state their own name and age • name some objects, animals and colours • express likes and dislikes	Pointers *Learners can, for example,* • express and respond to thanks and apologies • accept or decline offers • ask and answer questions in very short, common social exchanges (e.g. buying and selling) • give brief descriptions of objects, people or places in show-and-tell activities • role play scripts from short, simple fables and stories • give brief and simple personal responses to the characters or events in stories read in class	Pointers *Learners can, for example,* • open, maintain and close short and simple interactions (e.g. making and answering simple and structured telephone calls) using mainly formulaic expressions • give short and simple instructions to complete a task (e.g. making a sandwich) • retell a small part of a familiar story heard in class • respond to characters and events in familiar stories through making some simple evaluative remarks	Pointers *Learners can, for example,* • open, maintain and close simple interactions (e.g. asking and giving directions) using mainly formulaic expressions • give simple presentations on topics of personal choice, mainly based on information from prepared scripts • express simple opinions about a topic of interest • recount simple events by providing a clear sequence • retell simple and familiar stories • respond to characters and events in familiar stories through describing own related experiences and making simple evaluative remarks	Pointers *Learners can, for example,* • sustain conversational exchanges by asking and responding to follow-up questions (e.g. discussing the arrangements for a class party), requesting repetition or clarification as appropriate • give presentations on familiar topics with some elaboration, adding signals to mark the beginning and the end • express opinions about a topic of interest with some reasons • recount events by providing details of who, what, when, where and/or why • summarise part of a text (e.g. a story or an article) • respond to characters and events in simple imaginative and narrative texts (e.g. films, short stories) through making predictions and simple evaluative remarks	Pointers *Learners can, for example,* • sustain conversational exchanges and contribute to discussions on familiar topics (e.g. planning and carrying out a project about festivals), seeking further information, acknowledging and encouraging others' contributions as appropriate • give presentations on familiar topics with some elaboration on appropriate aspects, repeating the key points as appropriate • express opinions about a topic of interest, with supporting evidence (e.g. source, data, quotes) • summarise a text • respond to characters, events and issues in imaginative and narrative texts through giving some evaluative comments	Pointers *Learners can, for example,* • sustain conversational exchanges and contribute to discussions on less familiar topics (e.g. planning and carrying out a project on genetically modified food) in addition to familiar ones, leading and redirecting discussions as appropriate • give presentations on both familiar and less familiar topics with some elaboration on appropriate aspects, rephrasing the key points as appropriate • present views and arguments with reasons and illustrations, summarising or reformulating for the benefit of others • summarise different viewpoints in a discussion • respond to characters, events, issues and themes in imaginative and narrative texts through giving evaluative comments	Pointers *Learners can, for example,* • extend conversational exchanges and make significant contributions in discussions on a variety of topics, using negotiation skills to solve problems or reach consensus • give presentations on both familiar and less familiar topics with elaboration on appropriate aspects, adding some spontaneous remarks as appropriate • present persuasive views with elaboration and justification • put forward arguments and refute opposing points of view with justification • paraphrase the content of oral and written texts for various purposes (e.g. clarification and recapitulation) • respond to characters, events, issues and themes in imaginative and narrative texts through giving substantial evaluative comments

Understanding the Learning Progression

Activity 1b - Identify the missing learning outcomes for "**Language**" from the choices given

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Language							
Using predominantly formulaic language and simple words quite appropriately	_____	Using some simple language forms and functions quite appropriately and accurately	_____	Using a small range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions quite appropriately and accurately	_____	Using a wide range of language forms and functions generally appropriately and accurately

a. Using a range of language forms and functions generally appropriately and accurately

b. Using simple language forms and functions quite appropriately and accurately

c. Using some simple language forms and functions quite appropriately

Understanding the Learning Progression

Activity 1b - Identify the missing learning outcomes for "**Language**" from the choices given

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Language							
Using predominantly formulaic language and simple words quite appropriately	c.	Using some simple language forms and functions quite appropriately and accurately	b.	Using a small range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions quite appropriately and accurately	a.	Using a wide range of language forms and functions generally appropriately and accurately

a.	Using a range of language forms and functions generally appropriately and accurately
b.	Using simple language forms and functions quite appropriately and accurately
c.	Using some simple language forms and functions quite appropriately

Progression of the Learning Outcomes - Language

ATM 2

Using some simple language forms and functions quite appropriately

ATM 4

Using simple language forms and functions quite appropriately and accurately

ATM 7

Using a range of language forms and functions generally appropriately and accurately

Use of language forms and functions

Appropriateness and accuracy

The LPF for English Language (Speaking)

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Language							
Using predominantly formulaic language and simple words quite appropriately	**Using some simple language forms and functions quite appropriately**	**Using some simple language forms and functions quite appropriately and accurately**	**Using simple language forms and functions quite appropriately and accurately**	**Using a small range of language forms and functions quite appropriately and accurately**	**Using a range of language forms and functions quite appropriately and accurately**	**Using a range of language forms and functions generally appropriately and accurately**	**Using a wide range of language forms and functions generally appropriately and accurately**
Pointers *Learners can, for example,* • use simple formulaic expressions to engage in classroom routines (e.g. *'How are you?' / 'I'm fine, thank you.', 'Pardon?', 'May I go to the toilet, please?'*) • use some high-frequency function words (including mainly pronouns, articles and auxiliary verbs) and simple content words (including mainly nouns, verbs and adjectives) to respond to simple questions • use mainly single-word utterances or short phrases to convey meaning	Pointers *Learners can, for example,* • use a small range of formulaic expressions, and some simple vocabulary from school texts • ask and answer some simple questions with a formulaic stem (e.g. *'Is it red?' / 'Yes, it is.', 'What is it?' / 'It's a bike.'*) • produce simple phrases and short sentences involving repetition or listing (e.g. *'I like bananas, apples and oranges.'*) • use mainly simple present tense to describe present states and habitual actions with some consistency	Pointers *Learners can, for example,* • use a range of formulaic expressions, and some simple vocabulary on familiar topics (e.g. family, school) in structured dialogues (e.g. A: *Hello. May I speak to Tony, please?* B: *Speaking.* A: *This is Peter. Are you coming to my house this Saturday?* B: *Yes I am.* A: *Ok. See you then.* B: *See you.*) • ask 'Yes/No' and simple 'Wh' questions with some consistency • use imperatives to give instructions, and express obligations and prohibitions with some consistency • use present continuous and future tenses with some consistency • use modals to talk about abilities with some consistency • use simple connectives and pronouns to link ideas with some consistency	Pointers *Learners can, for example,* • use a range of formulaic expressions, and a small range of simple vocabulary on familiar topics in structured dialogues • ask 'Wh' questions with some consistency • use familiar past tense verb forms with some consistency • use modals for some communicative functions with some consistency • use simple adjectives/ adjective phrases to describe things and feelings with some consistency • use simple adverbs/adverb phrases to describe time, place and manner with some consistency • use some connectives, pronouns and possessive adjectives to link ideas with some consistency	Pointers *Learners can, for example,* • use a range of formulaic expressions, and a small range of vocabulary on familiar topics in open-ended dialogues • ask 'Wh' questions with some consistency • use a small range of tenses to refer to past, present and future events with some consistency • use modals for a small range of communicative functions with some consistency • use a small range of adjectives/adjective phrases to describe and compare with some consistency • use a small range of adverbs/adverb phrases/adverbial clauses for a small range of communicative functions (e.g. concession, result) with some consistency • use a small range of connectives, pronouns and possessive adjectives to link ideas with some consistency	Pointers *Learners can, for example,* • use a range of formulaic expressions, and a range of vocabulary on familiar topics with an awareness of formality • ask a range of questions including indirect questions in conversations and group discussions with some consistency • use a small range of tenses and active/passive voice to refer to past, present and future events with some consistency • use modals for a range of communicative functions with some consistency • use a range of adjectives/ adjective phrases to describe and compare with some consistency • use a range of adverbs/adverb phrases/adverbial clauses for a range of communicative functions with some consistency • use a range of connectives, pronouns and possessive adjectives to link ideas with some consistency	Pointers *Learners can, for example,* • use a range of vocabulary on familiar and less familiar topics, appropriate to the level of formality • ask a range of questions including indirect questions in conversations and group discussions with consistency • use a range of tenses, and active/passive voice for various purposes with some consistency • use modals for a range of communicative functions with consistency • use a range of adjectives/ adjective phrases to describe and compare with consistency • use a range of adverbs/adverb phrases/adverbial clauses for a range of communicative functions with consistency • use a range of connectives, pronouns and possessive adjectives to link ideas with consistency	Pointers *Learners can, for example,* • use a wide range of vocabulary, with some good choice of words on familiar and less familiar topics, appropriate to the level of formality • use a range of tenses, and active/passive voice for various purposes with consistency • use some rhetorical devices (e.g. conditional, rhetorical questions and exaggeration) for emphatic and persuasive purposes

Understanding the Learning Progression

Activity 1c - Identify the missing learning outcomes for "**Pronunciation, stress, rhythm and intonation**" from the choices given

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Pronunciation, stress, rhythm and intonation							
Pronouncing some simple words quite accurately	_____	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation	_____	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	_____	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation

a. Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately

b. Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation

c. Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation

Understanding the Learning Progression

Activity 1c - Identify the missing learning outcomes for "**Pronunciation, stress, rhythm and intonation**" from the choices given

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Pronunciation, stress, rhythm and intonation							
Pronouncing some simple words quite accurately	a.	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation	c.	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	b.	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation

a.	Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately
b.	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation
c.	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation

Progression of the Learning Outcomes – Pronunciation, Stress, Rhythm and Intonation

ATM 2

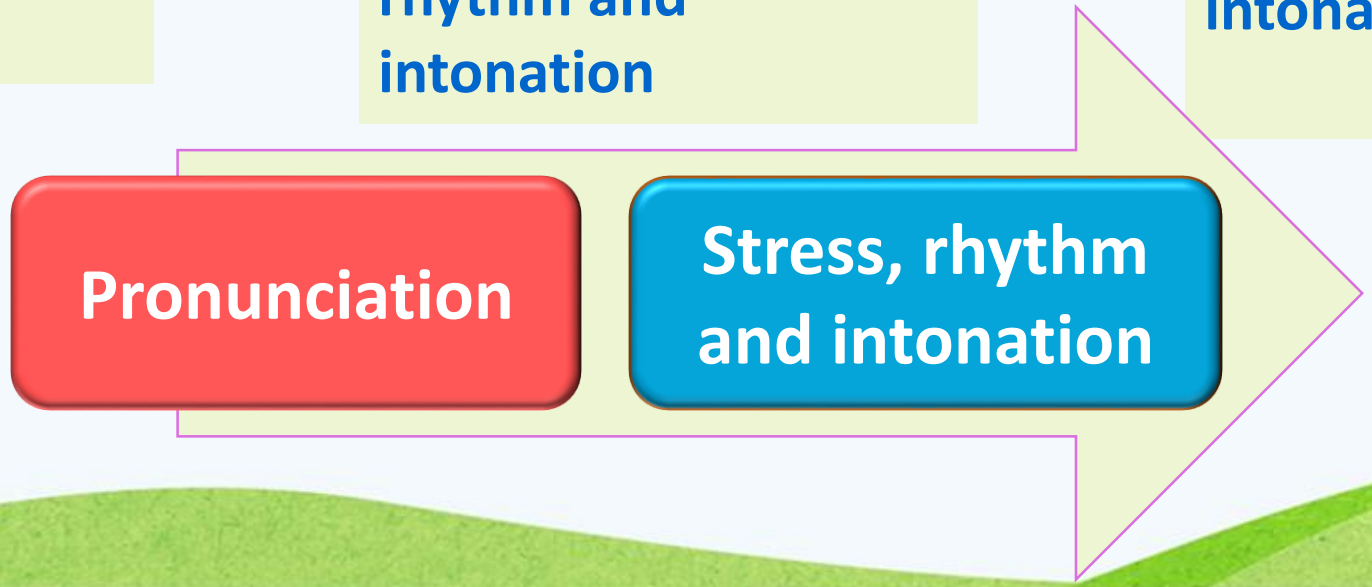
Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately

ATM 4

Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation

ATM 7

Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation



The LPF for English Language (Speaking)

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
			Pronunciation, stress, rhythm and intonation				
Pronouncing some simple words quite accurately	**Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately**	**Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation**	**Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation**	**Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation**	**Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation**	**Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation**	**Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation**
Pointers *Learners can, for example,* • pronounce some simple words with generally accurate word stress	Pointers *Learners can, for example,* • pronounce most simple words with generally accurate word stress • read aloud short and simple stories/poems/rhymes imitating appropriate stress, rhythm and intonation with some accuracy	Pointers *Learners can, for example,* • pronounce simple words quite accurately • pronounce occasionally the final consonants of words (e.g. *'five', 'six', 'fat'*) • produce short spontaneous utterances showing an awareness of stress, rhythm and intonation • read aloud short and simple texts quite fluently	Pointers *Learners can, for example,* • pronounce most familiar words quite accurately • pronounce some sound clusters quite accurately (e.g. *'drink', 'watched'*) • produce spontaneous utterances showing an awareness of stress, rhythm and intonation • read aloud simple texts fluently	Pointers *Learners can, for example,* • pronounce most familiar words and some unfamiliar words quite accurately • pronounce most sound clusters quite accurately • produce spontaneous utterances with occasionally appropriate stress, rhythm and intonation, taking some pauses to search for fairly basic lexis and grammar	Pointers *Learners can, for example,* • pronounce most familiar and unfamiliar words quite accurately • pronounce most sound clusters generally accurately • produce spontaneous utterances with generally appropriate stress, rhythm and intonation, taking few pauses to search for basic lexis and grammar	Pointers *Learners can, for example,* • pronounce most familiar and unfamiliar words accurately • produce long utterances with generally appropriate stress, rhythm and intonation	Pointers *Learners can, for example,* • speak English with clear and accurate pronunciation • produce long utterances naturally using appropriate stress, rhythm and intonation

Understanding Students' Learning Outcomes with LPF Speaking Exemplar – Guessing the Food

Activity 2a - Watch a video clip about a group of students engaging in a speaking activity in which they **made guesses about the food drawn on their own headbands** by asking group members simple questions.

Link to the clip:
https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/LPF/Exemplars/Speaking/02_Guessing_the_Food_x264.mp4

Assess their performance in respect of **Content, Organisation and Communication Strategies**. Decide **the ATM level** these students achieved.

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions	Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects

Understanding Students' Learning Outcomes with LPF Speaking Exemplar - My Dream Job

Activity 2b - Watch a video clip about a student giving **a simple presentation on her dream job**.

Link to the clip:
https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/LPF/Exemplars/Speaking/12_My_Dream_Job_x264.mp4

Assess her performance in respect of **Language** and **the communication strategies.** Decide **the ATM level** the student achieved and **the basic communication strategies she adopted**.

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Language							
Using predominantly formulaic language and simple words quite appropriately	Using some simple language forms and functions quite appropriately	Using some simple language forms and functions quite appropriately and accurately	Using simple language forms and functions quite appropriately and accurately	Using a small range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions generally appropriately and accurately	Using a wide range of language forms and functions generally appropriately and accurately

Underlying Principles

3. The development of some **basic communication strategies** does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example,

- showing interest to communicate,
- facing the listener,
- maintaining eye contact,
- speaking at a volume appropriate to the situation,
- enhancing own spoken texts with appropriate gestures and facial expressions,
- responding readily to others' questions, opinions or comments, and
- turn-taking in conversations and discussions.

Teachers are expected to help learners develop these basic communication strategies according to learners' individual affective development.

Understanding Students' Learning Outcomes with LPF Speaking Exemplar – Reading Aloud an Extract from a Storybook

Activity 2c - Watch a video clip about a student **reading aloud a short extract from a storybook.**

Link to the clip:
https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/LPF/Exemplars/Speaking/20_Reading_Aloud_from_Storybook_x264.mp4

Assess his performance in respect of **Pronunciation, Stress, Rhythm & Intonation**. Decide **the ATM level** he achieved.

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Pronunciation, stress, rhythm and intonation							
Pronouncing some simple words quite accurately	Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation

Understanding Students' Learning Outcomes with LPF Speaking Exemplar - Guessing the Food

Activity 2a - Watch a video clip about a group of students engaging in a speaking activity in which they **made guesses about the food drawn on their own headbands** by asking group members simple questions.

Link to the clip:
https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/LPF/Exemplars/Speaking/02_Guessing_the_Food_x264.mp4

The students' performance in respect of **Content, Organisation and Communication Strategies** and annotation:

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions	Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects

All students who engaged in the speaking activity attained **ATM 2** in **Content, Organisation and Communication Strategies**.

Annotation
The students were able to ask and answer questions in very short, common social exchanges to guess and give clues on the type of food that was drawn on their headbands.

Understanding Students' Learning Outcomes with LPF Speaking Exemplar - My Dream Job

Activity 2b - Watch a video clip about a student giving **a simple presentation on her dream job**.

Link to the clip:
https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/LPF/Exemplars/Speaking/12_My_Dream_Job_x264.mp4

The student's performance in respect of **Language** and annotation:

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Language							
Using predominantly formulaic language and simple words quite appropriately	Using some simple language forms and functions quite appropriately	Using some simple language forms and functions quite appropriately and accurately	Using simple language forms and functions quite appropriately and accurately	Using a small range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions generally appropriately and accurately	Using a wide range of language forms and functions generally appropriately and accurately

The student attained **ATM 3** in **Language**.

Annotation

The student was able to

- use some simple vocabulary to describe her dream job, e.g. 'meaningful', 'helpful', 'friendly', 'hardworking';
- use simple connectives to link ideas, e.g. 'Teachers are kind and clever.'; and
- use future tense to talk about her dream job, e.g. 'I think I will enjoy doing this job very much.".

Understanding Students' Learning Outcomes with LPF Speaking Exemplar - My Dream Job

Activity 2b - Watch a video clip about a student giving **a simple presentation on her dream job**.

Link to the clip:
https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/LPF/Exemplars/Speaking/12_My_Dream_Job_x264.mp4

The **basic communication strategies** the student adopted:

Underlying Principles
3. The development of some basic communication strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example, • ✓ **showing interest to communicate,** • ✓ **facing the listener.** • ✓ **maintaining eye contact,** • ✓ **speaking at a volume appropriate to the situation,** • **enhancing own spoken texts with appropriate gestures and facial expressions,** • **responding readily to others' questions, opinions or comments, and** • **turn-taking in conversations and discussions.** **Teachers are expected to help learners develop these basic communication strategies according to learners' individual affective development.**

Understanding Students' Learning Outcomes with LPF Speaking Exemplar - Reading Aloud an Extract from a Storybook

Activity 2c - Watch a video clip about a student **reading aloud a short extract from a storybook.**

Link to the clip:
https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/LPF/Exemplars/Speaking/20_Reading_Aloud_from_Storybook_x264.mp4

The student's performance in respect of **Pronunciation, Stress, Rhythm & Intonation** and annotation:

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Pronunciation, stress, rhythm and intonation							
Pronouncing some simple words quite accurately	Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation

The student attained **ATM 4** in **Pronunciation, Stress, Rhythm and Intonation**.

Annotation

The student was able to

- pronounce all the familiar words quite accurately, e.g. 'looked', 'name', 'answered', 'talk', 'change';
- pronounce some sound clusters quite accurately, e.g. 'friends', 'places', 'next', 'o'clock';
- read aloud a simple text fluently;
- show an awareness of stress, rhythm and intonation, e.g. 'Lisy said, 'Hello! My name's Lisy. What's your name?', 'Let's change places. You can be me and I can be you for a week.'.

Using the LPF to Enhance the Learning and Teaching of Speaking Skills

The LPF provides a common scale and language for teachers to describe students' performance and progress in English Language learning.

In the group discussion task about favourite places in HK, most of my students attained ATM 3 in Content, Organisation and Communication Strategies.

Most of my students are at ATM 2 in Content, Organisation and Communication Strategies.

They could give simple description about their favourite place. Some of them could make simple evaluative remarks in response to their classmates' questions.

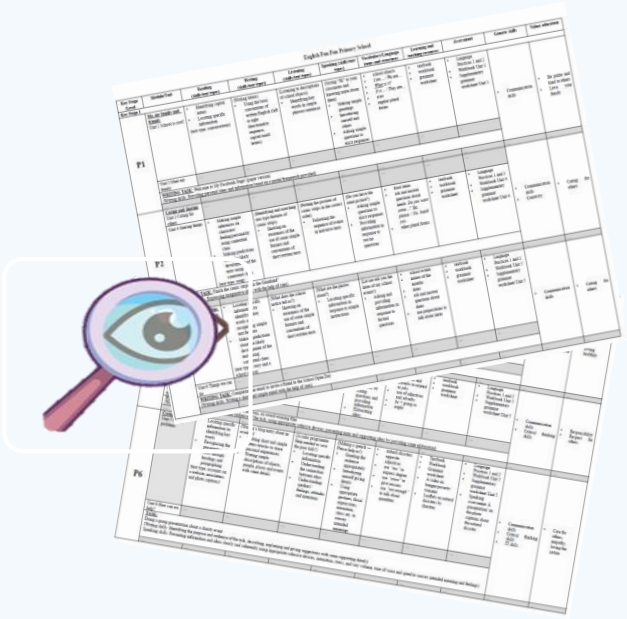
They could only give simple information about their favourite place.

They could produce simple phrases and …

How about your students' performance in language and pronunciation?

Using the LPF to Enhance the Learning and Teaching of Speaking Skills

Curriculum planning - conduct **holistic curriculum review and planning across year levels** to ensure **progressive development** of students' speaking skills in **content, organisation and communication strategies**, **language**, and **pronunciation, stress, rhythm and intonation**.



Questions for reflection

- What are the **strengths** and **weaknesses** of students? What is the **next level of attainment** for students?
- How can the **basic communication strategies** be incorporated into the curriculum?
- Are **learning objectives** and **assessment criteria** shared with students?
- Does the curriculum **provide a variety of speaking activities** to help students develop different aspects of speaking skills **progressively**?
- How can teachers **improve the design of speaking activities** to enhance students' strengths and address their weaknesses?
- Do the speaking activities involve **peer assessment / self-assessment**?
- etc.

Using the LPF to Enhance the Learning and Teaching of Speaking Skills

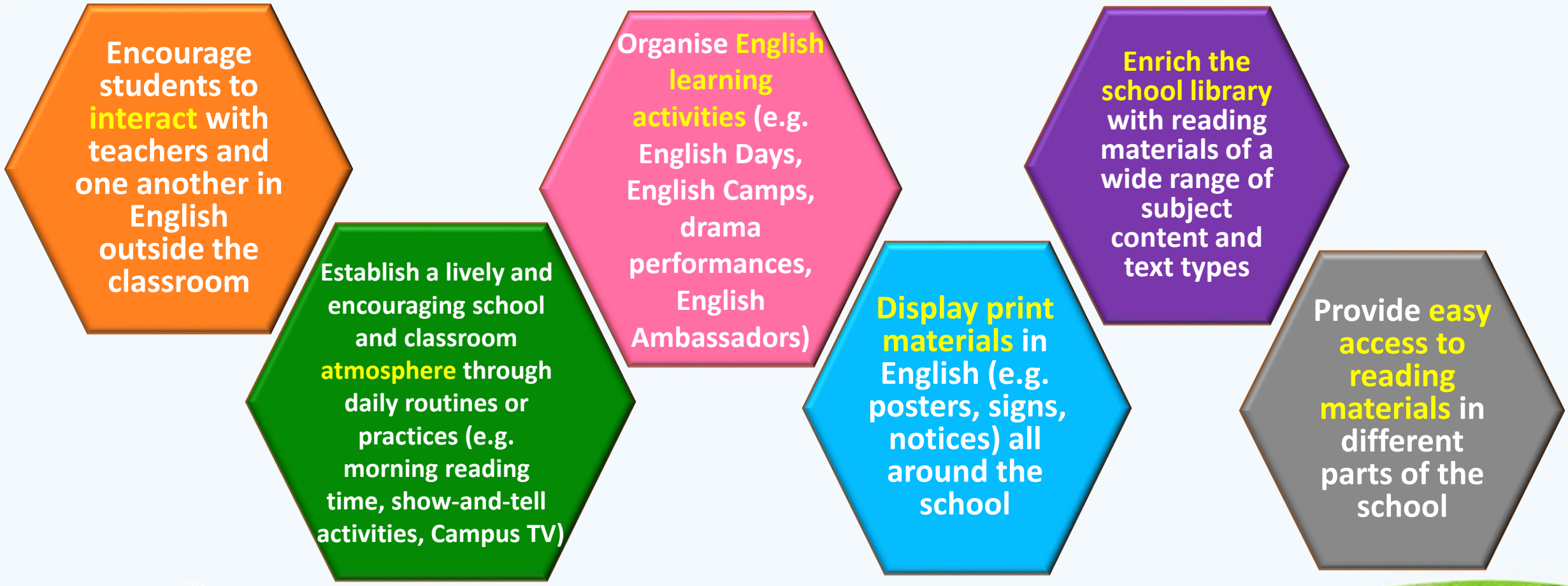
Curriculum planning - design **a range of meaningful speaking tasks** in accordance with the themes of the teaching units / reading workshops to develop students' speaking skills, e.g.

Game **Guessing the Food (KS1)** Students in groups make guesses about the food drawn on their own headbands by asking other group members simple questions.	**Pair exchange** **Favourite Seasons and Festivals (KS1)** Students in groups of two participate in a pair exchange talking about their favourite seasons and festivals.	**Reading aloud** **(KS2)** Students read aloud a short extract from a storybook.	**Question and answer** **About Tigers (KS2)** Students are asked to express their ideas and feelings about animals after reading an information text about tigers.
Presentation **My Dream Job (KS2)** Students give a simple presentation on their dream job in front of the class.	**Show-and-tell** **Introducing a Model of the Neighbourhood (KS2)** Students participate in a show-and-tell activity introducing a model of their own neighbourhood to the audience.	**Role-play** **The Ant and the Grasshopper (KS2)** Students in groups of six rewrite the fable 'The Ant and the Grasshopper' in the form of a script and conduct a role-play in front of the class.	**Group discussion** **Favourite Places in HK (KS2)** Students in groups of four participate in a group discussion talking about their favourite places in Hong Kong.

✓ Make good use of e-learning tools to facilitate the speaking tasks

Creating a Rich Language Learning Environment to Develop Students' Language Skills

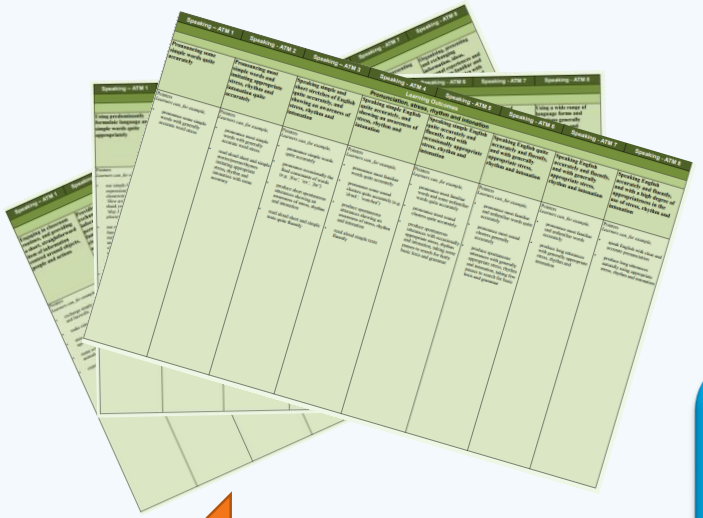
Design a whole-school language policy with concerted efforts, e.g.



Using the LPF to Enhance the Learning and Teaching of Speaking Skills

Learning, Teaching and Assessment

(1) Identifying students' strengths & areas for improvement & setting speaking objectives



(2) Setting task-specific assessment criteria and designing speaking activities to help students attain the target learning outcomes (ATMs)

(3) Providing effective feedback on students' performance to guide them to make improvement

Part 3

Using the LPF to Enhance the Learning and Teaching of **Listening** Skills

LPF for Listening

Depth of processing
understanding ⇨ inferring ⇨ interpreting

Listening – ATM 1	Listening - ATM 2	Listening - ATM 3	Listening - ATM 4	Listening - ATM 5	Listening - ATM 6	Listening - ATM 7	Listening - ATM 8
Understanding key words in some short simple texts	Understanding some information, ideas and feelings in short simple texts, using some listening strategies as appropriate	Understanding information, ideas and feelings in some simple texts, using some listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of listening strategies as appropriate
Underlying Principles							

Text complexity

- Abstractness
- Organisation
- Information load (length, density)

Range and application of listening strategies

Understanding the Learning Progression

Activity 3 - Identify the missing attainment milestones (ATM) for **listening** from the choices given

Listening – ATM 1	Listening - ATM 2	Listening - ATM 3	Listening - ATM 4	Listening - ATM 5	Listening - ATM 6	Listening - ATM 7	Listening - ATM 8
Understanding key words in some short simple texts	_____	Understanding information, ideas and feelings in some simple texts, using some listening strategies as appropriate	_____	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate	_____	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of listening strategies as appropriate
Underlying Principles							

a. Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of listening strategies as appropriate

b. Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate

c. Understanding some information, ideas and feelings in short simple texts, using some listening strategies as appropriate

Understanding the Learning Progression

Answer Key

Activity 3 - Identify the missing attainment milestones (ATM) for **listening** from the choices given

Listening – ATM 1	Listening - ATM 2	Listening - ATM 3	Listening - ATM 4	Listening - ATM 5	Listening - ATM 6	Listening - ATM 7	Listening - ATM 8
Understanding key words in some short simple texts	c.	Understanding information, ideas and feelings in some simple texts, using some listening strategies as appropriate	a.	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate	b.	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of listening strategies as appropriate
Underlying Principles							

a. Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of listening strategies as appropriate

b. Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate

c. Understanding some information, ideas and feelings in short simple texts, using some listening strategies as appropriate

Progression of Attainment Milestone for Listening

ATM 2

Understanding
some information, ideas and feelings in **short** simple **texts**, **using**
some listening strategies as appropriate

ATM 4

Understanding & inferring
information, ideas & feelings in a **small range of** simple **texts, using & integrating**
a small range of listening strategies as appropriate

ATM 7

Understanding, inferring & interpreting
information, ideas, feelings & opinions in a range of **texts** with some degree of **complexity, using & integrating**
a range of listening strategies as appropriate

Depth of processing

Text complexity

Range & application of listening strategies

The LPF for English Language (Listening) – Underlying Principles

1. **language development strategies**, **generic skills**, and **positive values and attitudes** (all 4 skills)
2. exposure to a variety of **text types** and **listening purposes**
3. selection of a wide range of texts of **appropriate lengths** and **different topics**
4. the interplay between tasks and texts when designing tasks for learners

(Reading & Listening)

5. development of some **basic listening strategies** (e.g. being attentive, activating prior knowledge, anticipating the likely development of spoken texts, being selective while listening.)
6. the provision of support is gradually reduced to promote **learner independence** (all 4 skills)

Understanding Students' Learning Outcomes using
LPF Listening Exemplar – Joining the Basketball Team

Activity 4 – Listen to a conversation between Tom and the basketball team leader. Review the question intent in respect of the development of **listening skills and Strategies**. Decide **the ATM level and pointers** that students can achieve.

Joining the Basketball Team

Task Description

In this listening activity, students listened to a conversation between Tom and the basketball team leader. They then filled in an application form.

Preparation

Before the listening activity, the teacher asked them to share their experience of filling in a form, e.g. applying for a library card or membership of a club. Then the teacher guided students to predict the information they need to fill in for joining the basketball team by asking the following questions:

1. What school club or interest class have you joined?
2. Did you need to fill in an application form?
3. What information do you need when you fill in an application form?

Tom wants to join the basketball team. The team leader is helping him fill in an application form. Listen to the conversation and complete the form. **Circle the answer** or **fill in the information**.

Basketball Team Membership Application Form			
e.g.	Name: Tom Chan		Street: a. 13 Temple Street b. 30 Semple Street c. 30 Temple street d. 13 Semple Street
1.	Age: a. 10 b. 8 c. 9		
2.	Address	3.	Telephone no: _____
	Flat: a. 12B b. 12D c. 12C	4.	Email address: a. tom@starnet.com b. tom@starmat.com c. tome@starbat.com
	Building a. Park Field Building b. Park View Building c. Pat Hill Building d. Pat View Building	5.	Team T-shirt: a. small b. large c. Extra large

Answer Key

Learning outcomes & pointers

Basketball Team
Membership Application Form

e.g. Name: Tom Chan	Example
Questions	**When students respond to the questions appropriately, they can:**
1. Age: ☐ a. 10 ☑ *b. 8* ☐ c. 9	L2 • locate key words in the text, e.g. 'eight'
2. Address: Flat: ☑ *a. 12B* ☐ b. 12D ☐ c. 12C Building: ☐ a. Park Field Building ☑ *b. Park View Building* ☐ c. Pat Hill Building ☐ d. Pat View Building Street: ☐ a. 13 Temple Street ☐ b. 30 Semple Street ☑ *c. 30 Temple Street* ☐ d. 13 Semple Street	L2 • identify familiar words, e.g. 'Park', 'View', 'Temple', by recognising some consonant and vowel sounds and distinguishing between the stressed and unstressed sounds

Script

Tom: Hello. I'm Tom Chan. Can I join the basketball team?
Leader: Yes, of course. Let me help you fill in the application form first. How old are you, Tom?
Tom: I'm eight years old.* *(5-second pause)*

Leader: What's your address?
Tom: Flat 12B, Park View Building, 30 Temple Street.
Leader: Hold on, please. Flat 12B, Park View Building, 13 Temple Street.
Tom: Excuse me, it should be 30 Temple Street.* *(5-second pause)*

Answer Key

Learning outcomes & pointers

Script

3. Telephone no: *28934175*	L2 • locate key words in the text
4. E-mail address: ☑ *a. tom@starnet.com* ☐ b. tom@starmat.com ☐ c. tom@starbat.com	L2 • identify familiar words, e.g. 'starnet', by recognising some consonant and vowel sounds
5. Team T-shirt: ☐ a. small ☑ *b. large* ☐ c. extra large	L3 • extract specific information in texts by identifying relevant meaningful chunks, e.g. '… you're tall but you're not fat.', 'You don't need an extra large T-shirt.'

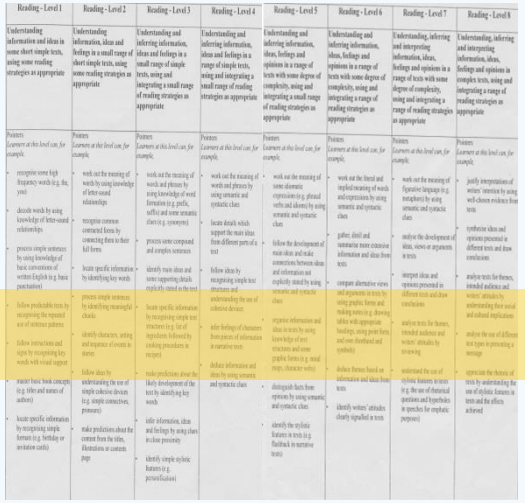
Leader: OK. Can I have your phone number, please?
Tom: Sure. It's 2893 4175.
Leader: 2893 4175. OK.* *(5-second pause)*

Leader: What's your e-mail address?
Tom: It's tom at starnet dot com.
Leader: Tom at starnet dot com. OK.* *(5-second pause)*

Leader: By the way, our team T-shirt comes in three sizes. What size do you want?
Tom: Let me see. I'm the tallest in my class. I'd better take an extra large one.
Leader: Yes, you're tall but you're not fat. You don't need an extra large T-shirt.
Tom: You're right. Thanks a lot.
Leader: You're welcome.* *(5-second pause)*

Enhancing Learning and Teaching of Listening with the Help of the LPF

From understanding what learners need to achieve as they progress in the development of Listening **. . .**



Setting specific learning objectives, designing appropriate questions, conducting listening activities and providing focused feedback on learners' performance

Consolidating and developing learners' listening skills and strategies

Referring to the LPF for listening for the learning outcomes & identifying learners' strengths & weaknesses

. . . to provide suitable support and challenges that may take learners to the next level of learning

Use of the LPF for Listening

Strategies

Assessment

Identifying students' **strengths** and **weaknesses**

Setting reasonable **learning objectives** in listening activities for students

Identifying the **listening skills** & **strategies** that students should develop, and providing necessary support to them

Identifying level appropriate **listening texts/materials** for students

Designing listening activities/Improving the design of listening activities by

- reviewing/setting questions
- conducting listening activities
- providing feedback on students' performance

Providing support to develop students' Listening Skills and Strategies

◆**Top-down strategies**

Providing **background information** to facilitate students' understanding of the listening activities, e.g. situation, context, topic

◆**Bottom-up strategies**

Providing **language support**, e.g. explaining the new vocabulary items, introducing the sentence patterns, to help students decode the sounds and interpret meaning

Developing students' listening strategies
LPF Listening Exemplar – Survey on Favourite Cartoons

Activity 5 – Listen to an interview between Billy and Sarah about her favourite cartoon.

Suggest ways to provide support to students **before** and **during** the listening activity.

A Survey on Favourite Cartoons

Task Description

In this listening activity, students listened to an interview between Billy and Sarah about her favourite cartoon. They then filled in a survey form.

Preparation

Before the listening activity, the teacher aroused students' interest in cartoons and helped them predict the setting and characters of the cartoon by asking the following questions:

– Do you like watching cartoons?
– Which is your favourite cartoon?
– What is it about?

Billy is doing a survey on the favourite cartoons of his class. Listen to the questions he asks Sarah and fill in the survey form.

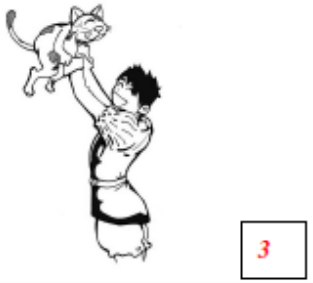
A Survey on Favourite Cartoons
Survey Form

1. What is your favourite cartoon?

The Ugly Cat

L2
- locate key words in the text, e.g. 'The Ugly Cat'

2. What is the cartoon about?
(Write Numbers 2 to 5 in the correct boxes. Number 1 is given as an example.)


3

5

e.g. 1

2

4

L2
- follow narrative texts by recognising key words and phrases, e.g. 'All the animals laugh at the cat', 'plays happily with it', 'feeds the cat with milk', 'turns into a beautiful lady'

3. Which character do you like most? Why?

☐ a. the cat

I like ☑ *b. the prince*

☐ c. the cat's friends

because *he is kind and friendly to the cat/he is nice.*

L3
- extract specific information in texts by
  - identifying relevant meaningful chunks, e.g. 'He's kind and friendly to it.'
  - using knowledge of simple cohesive devices, e.g. the pronouns 'he' and 'it' to refer to the prince and the cat respectively
- understand Sarah's feelings by using semantic clues, e.g. 'I think he's nice!'

Tapescript

Narrator:	*Billy is doing a survey on the favourite cartoons of his class. Listen to the questions he asks Sarah and fill in the survey form.*
Billy:	Good morning, Sarah.
Sarah:	Good morning, Billy.
Billy:	I'm doing a survey on our classmates' favourite cartoons. May I ask you some questions?
Sarah:	Sure!
Billy:	What's your favourite cartoon?
Sarah:	I enjoy *The Ugly Cat* most.
Narrator:	*Now answer Question 1.* (5-second pause)*
Billy:	What's the cartoon about?
Sarah:	It's about an ugly cat. It wants to go to Fairyland to see the prince. All the animals laugh at the cat because it's silly and ugly. But the ugly cat does not care about what they say. It goes to Fairyland and meets the prince. The prince is very kind and always plays happily with it. One day, when the prince feeds the cat with milk, it suddenly turns into a beautiful lady.
Billy:	Why do you like the cartoon?
Sarah:	It has a happy ending. In the end, the young lady and the prince get married and live happily in Fairyland.
Narrator:	*Now answer Question 2. Write Numbers 2 to 5 in the correct boxes.* (20-second pause)*
Billy:	What do you think of the characters?
Sarah:	The cat's friends are unkind. They laugh at the cat. Luckily, the prince likes the cat. He's kind and friendly to it. I think he's nice!
Billy:	Do you think other classmates should watch it?
Sarah:	Yes. They shouldn't miss such a good cartoon!
Billy:	That's all I want to ask. Thank you for your help.
Narrator:	*Now answer Question 3.* (10-second pause)*
Narrator:	*That's the end of the listening task.*

Foreseeable problems

Support before the listening

Suggestions

Lack of experience in doing surveys

- Expose students to examples of surveys, e.g. a survey on health and daily life habits.
- Guide students to glance through the questions and predict answers.

Ask students to **predict the interview questions and answers**.

Unfamiliar with the features of narrative texts

- Activate students' prior knowledge by asking them to share their favourite cartoon programmes, including the name of the programme, characters and unforgettable stories.
- Ask students to share the cartoon characters they like best.

Get students familiar with the **text features**, e.g. characters, plot, problem, ending.

Support during the listening

Remind students to pay attention to the **key words and phrases** to choose the correct picture.

Weak at noting down reasons

- Remind students to note down the key words only, not every word they hear in the audio file.
- They can complete the sentence when they have time to tidy up the answer.

Provide **language support** for students to complete the sentence.

Steps in Improving Students' Listening Skills at KS2 with Reference to LPF

Plan

- Analysing students' performance in listening assessment papers
- Observing students' performance in daily assessment tasks, e.g. dictation, listening activities

Strategy

- Providing language support and background information when the context is less familiar to students
- Providing opportunities for students to do simple note-taking
- Encouraging students to justify their choices

Evaluation

- Providing diagnostic feedback to students
- Making adaptations to the existing listening materials to suit students' learning needs

Steps in Using the LPF to Enhance Students' Speaking and Listening Skills

1. Provide opportunities to engage students in **a range of tasks** that **cover a variety of purposes and text types** in the school-based English programme.

2. Identify the **requirements** for each task/the **question intent** of each item with reference to the LPF.

3. Develop a **task-specific feedback sheet** to provide constructive feedback to students.

4. Develop students' **speaking/listening strategies** in an integrative manner, e.g.
   - engaging students in **task-based learning activities** to interact and share information
   - providing **background information** and **language support** for students to approach less familiar topics
   - strengthening students' **phonics skills** in decoding less familiar words
   - guiding students to use **mind maps** to organise/note down ideas
   - drawing students' attention to the **features of texts** when processing information

Recap of Today's Message

Help students **progress** to the next level of learning

Plan strategically for effective learning, teaching & assessment

Identify students' **strengths & weaknesses**