

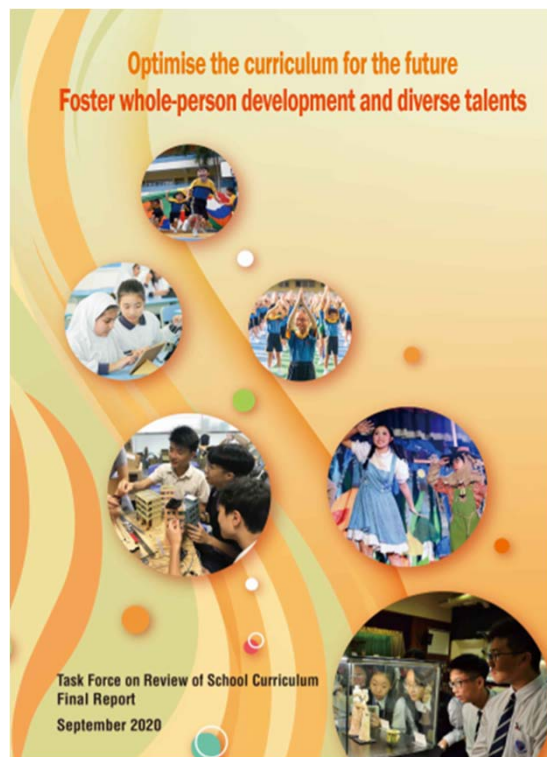
**Developing Reading and Listening Skills of
Secondary Students with Reference to the
Learning Progression Framework (Refreshed)**

**English Language Education Section
Curriculum Development Institute
Education Bureau
December 2021**

Course Objectives

- To introduce the **Learning Progression Framework (LPF)** for English Language with focuses on reading and listening skills;
- To introduce the use of the LPF as a tool for planning the school English Language curriculum; and
- To provide suggestions on effective strategies that incorporate the use of the LPF to facilitate the development of reading and listening skills and assessment for / as learning

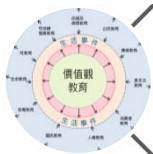
Final Report of Task Force on Review of School Curriculum (2020)



Six Directions of Recommendations



Whole-person Development



**Values Education and Life Planning
Education**



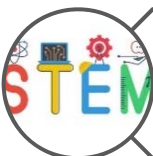
**Creating Space and Catering for
Learner Diversity**



Applied Learning

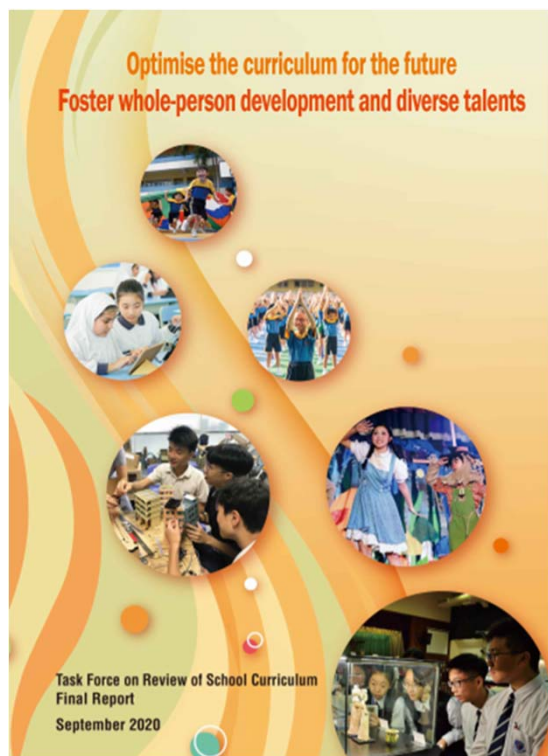


University Admissions



STEM Education

Final Report of Task Force on Review of School Curriculum (2020)



Recommendations for English Language

Catering for
Learner
Diversity

Creating
Space

Final Report of Task Force on Review of School Curriculum (2020)

Recommendations for English Language



further streamline the SBA and review how the Elective Part could be better assessed in the Writing Paper of the HKDSE

offer vocational English as an Applied Learning (ApL) course

✓
enrich the existing curriculum, with more emphasis on the **academic and creative use of the language**

✓
provide more opportunities for students to enhance their language competency through **LaC** and **RaC**

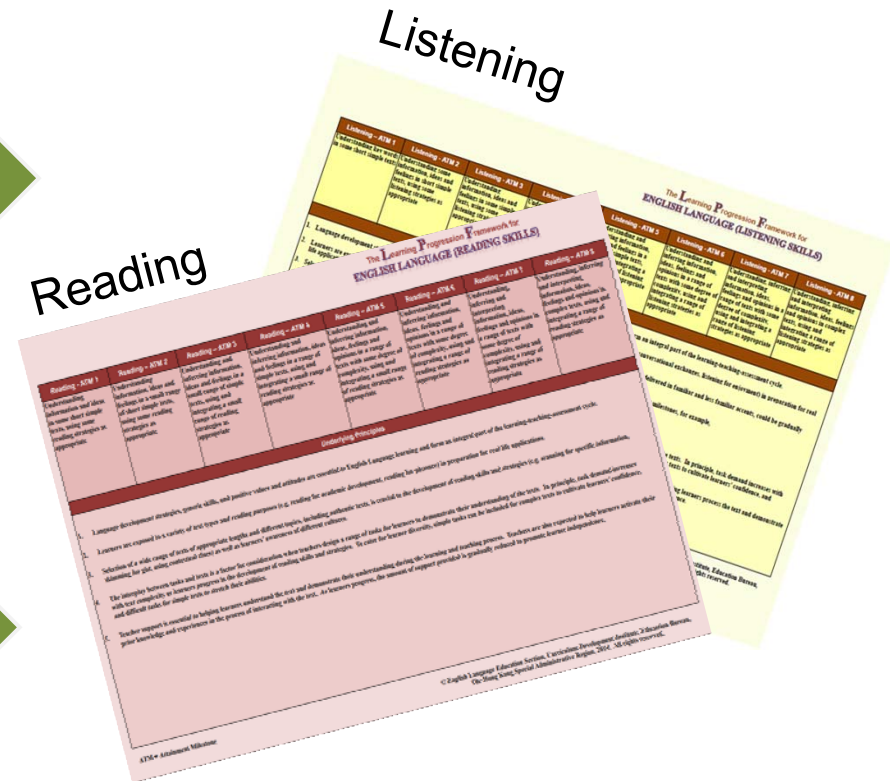
Examples to be Used in Today's Seminar

**Language
Arts**

Creative use
of English

**Information
Texts**

Promotion of
LaC/RaC



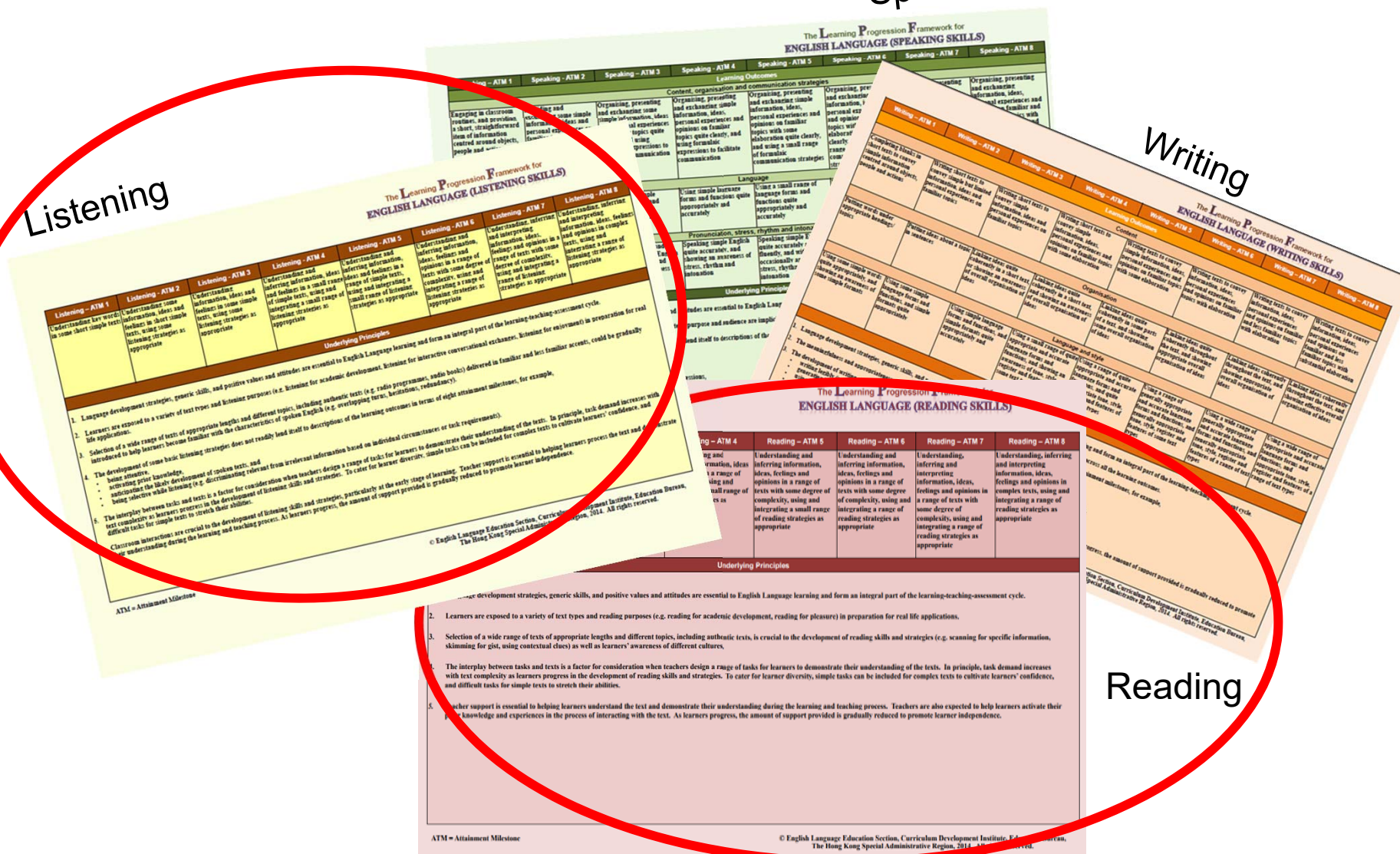
Understanding the LPF

The Learning Progression Framework (LPF) for English Language

Speaking

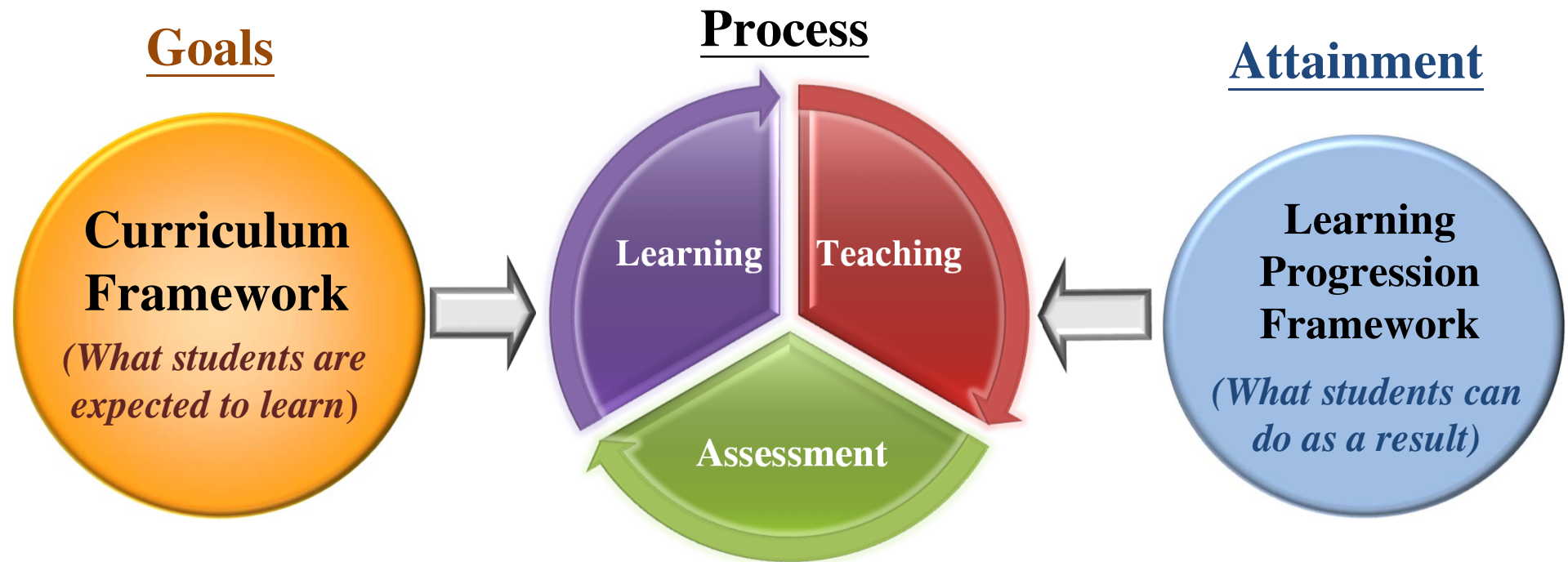
Listening

Writing



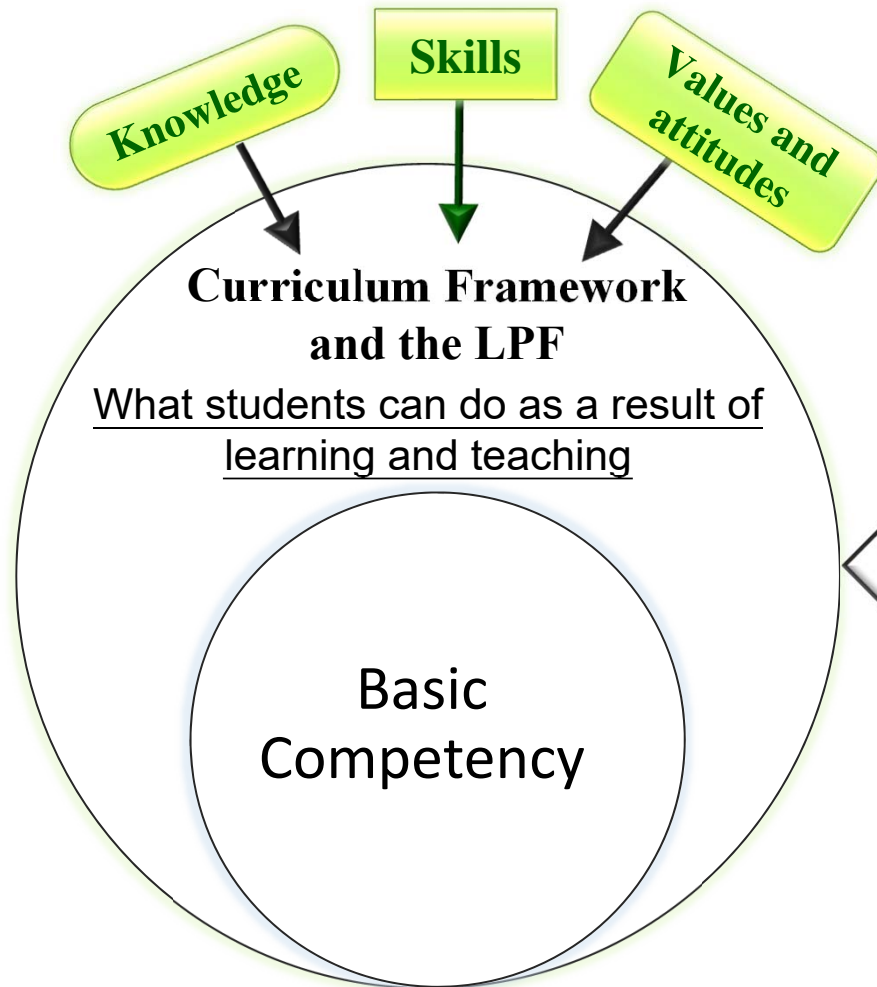
Reading

Curriculum Framework, Learning, Teaching and Assessment, and the LPF

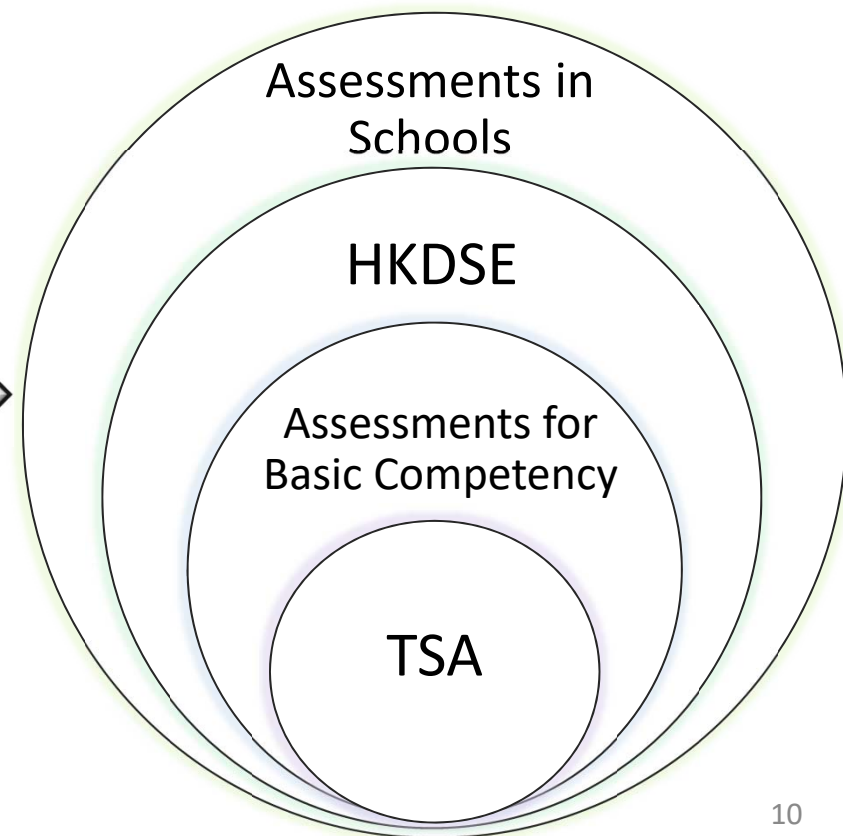


Curriculum Framework and Assessment

Curriculum Framework and Learning Progression Framework



Assessment for/as Learning



What is the LPF for English Language?



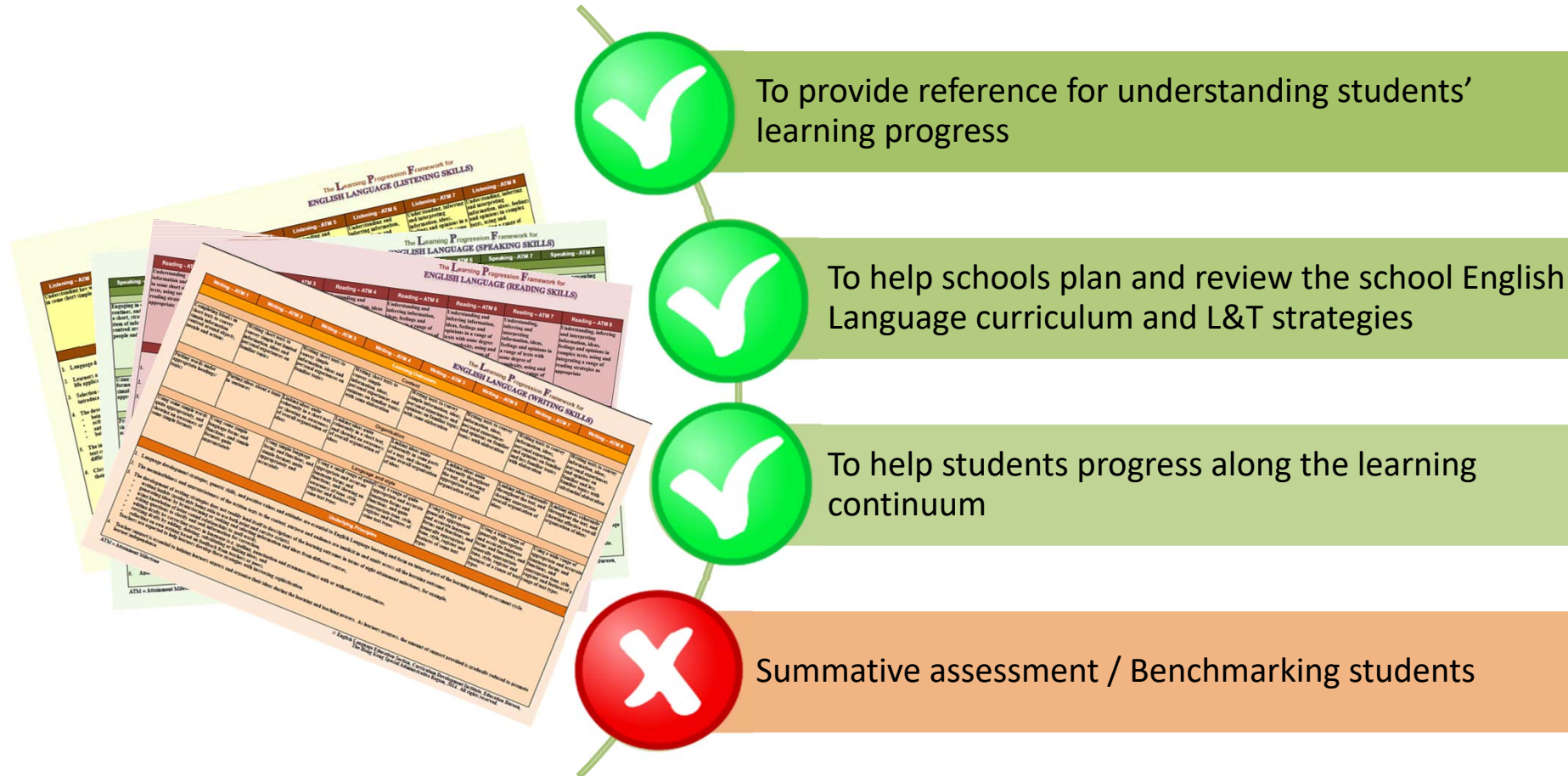
represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Learning Objectives of the English Language curriculum;

is made up of Learning Outcomes organised under the four language skills and divided into eight levels of attainment;

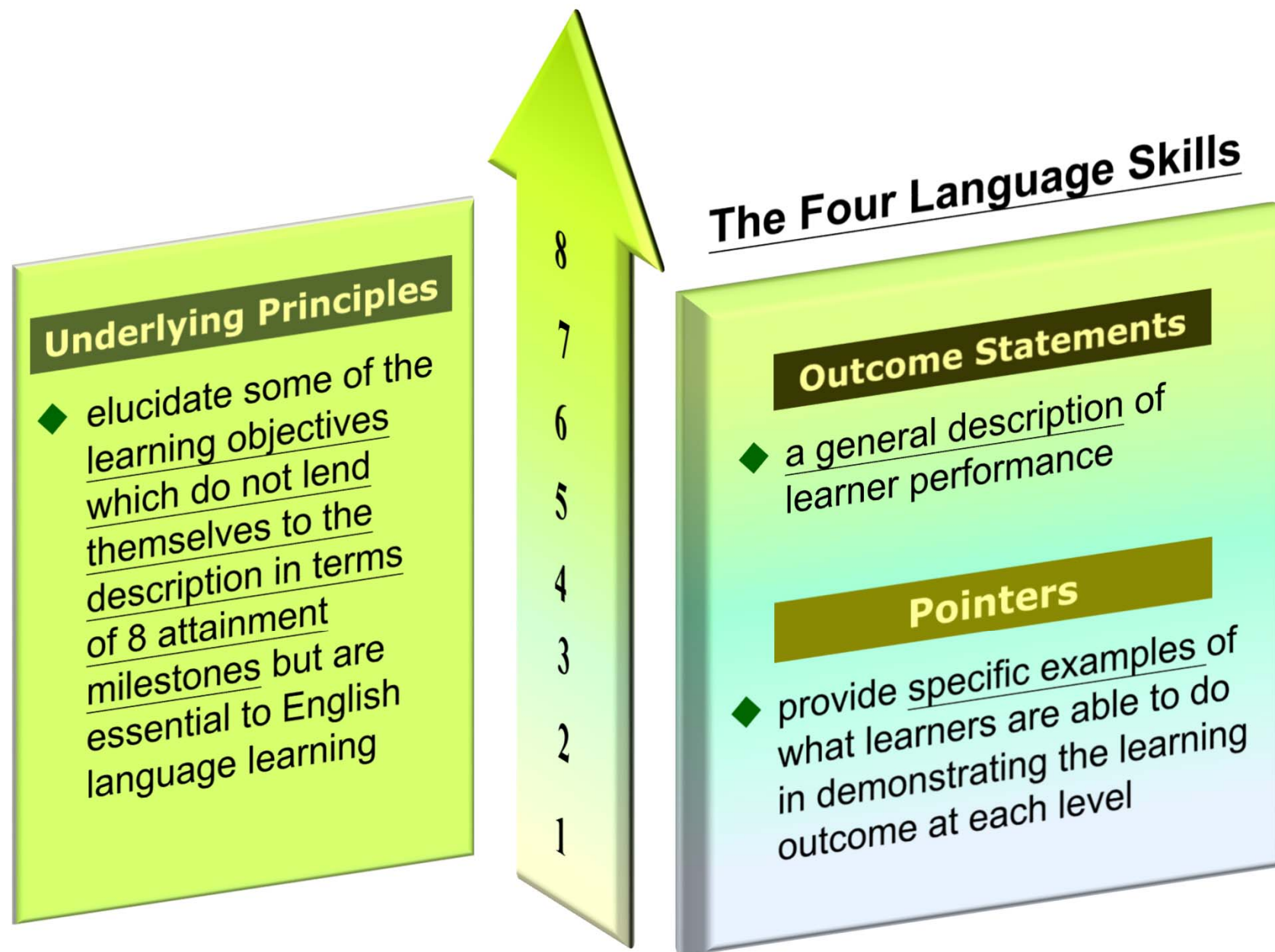
helps teachers better understand and articulate learners' performance; and

helps teachers plan strategically how to enhance English Language learning and teaching.

What are the Purposes of Developing the LPF?



Structure of the LPF



Understanding the Learning Progression

Activity 1 (Matching activity)

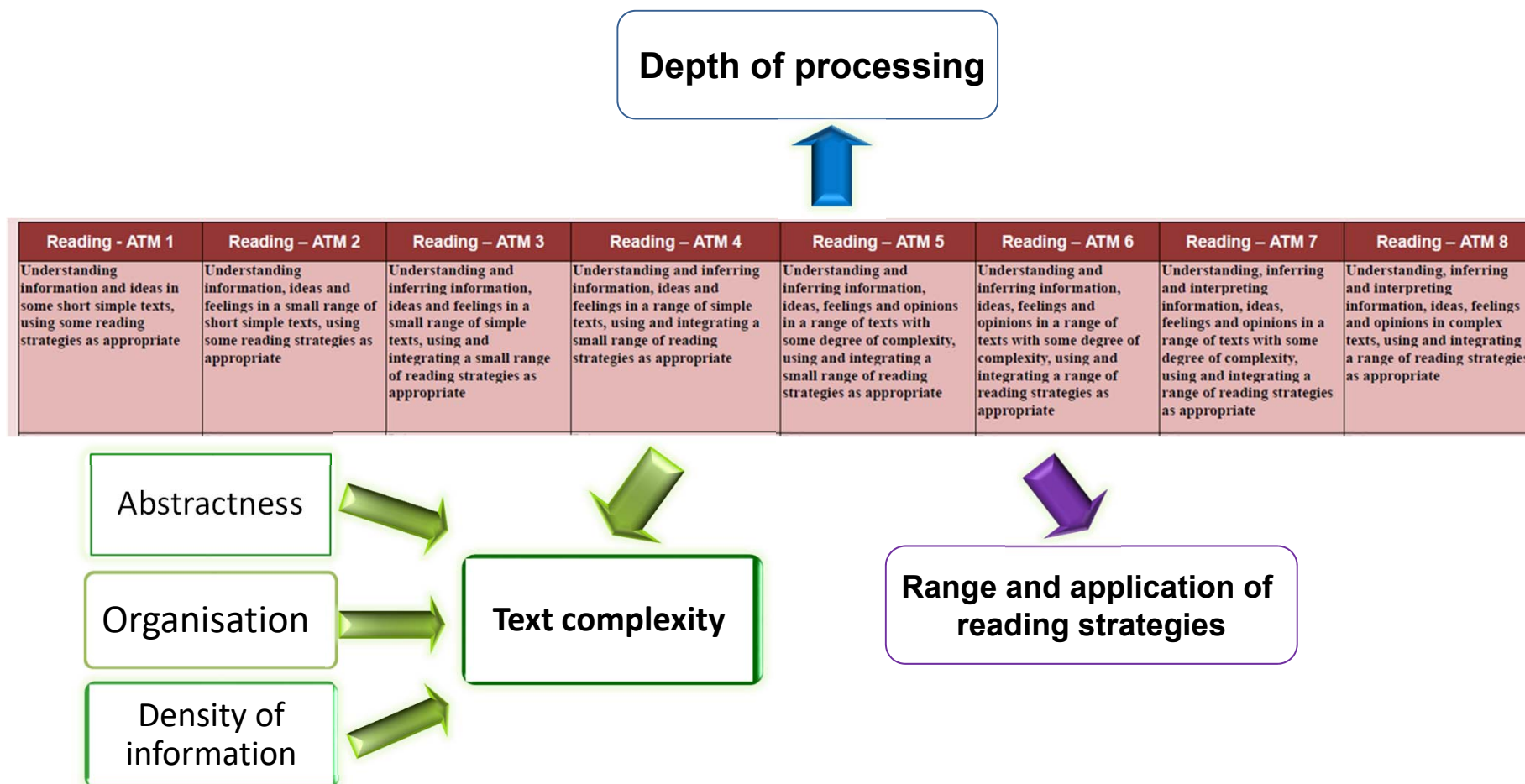
a) Study the Outcome Statements for three levels of the LPF for Reading:

Reading - ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading 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 reading 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 reading strategies as appropriate	

b) Match the outcome statements to the three ATMs (ATMs 1, 5 and 8)

c) Identify the three aspects in the progression of the Outcome Statements for Reading.

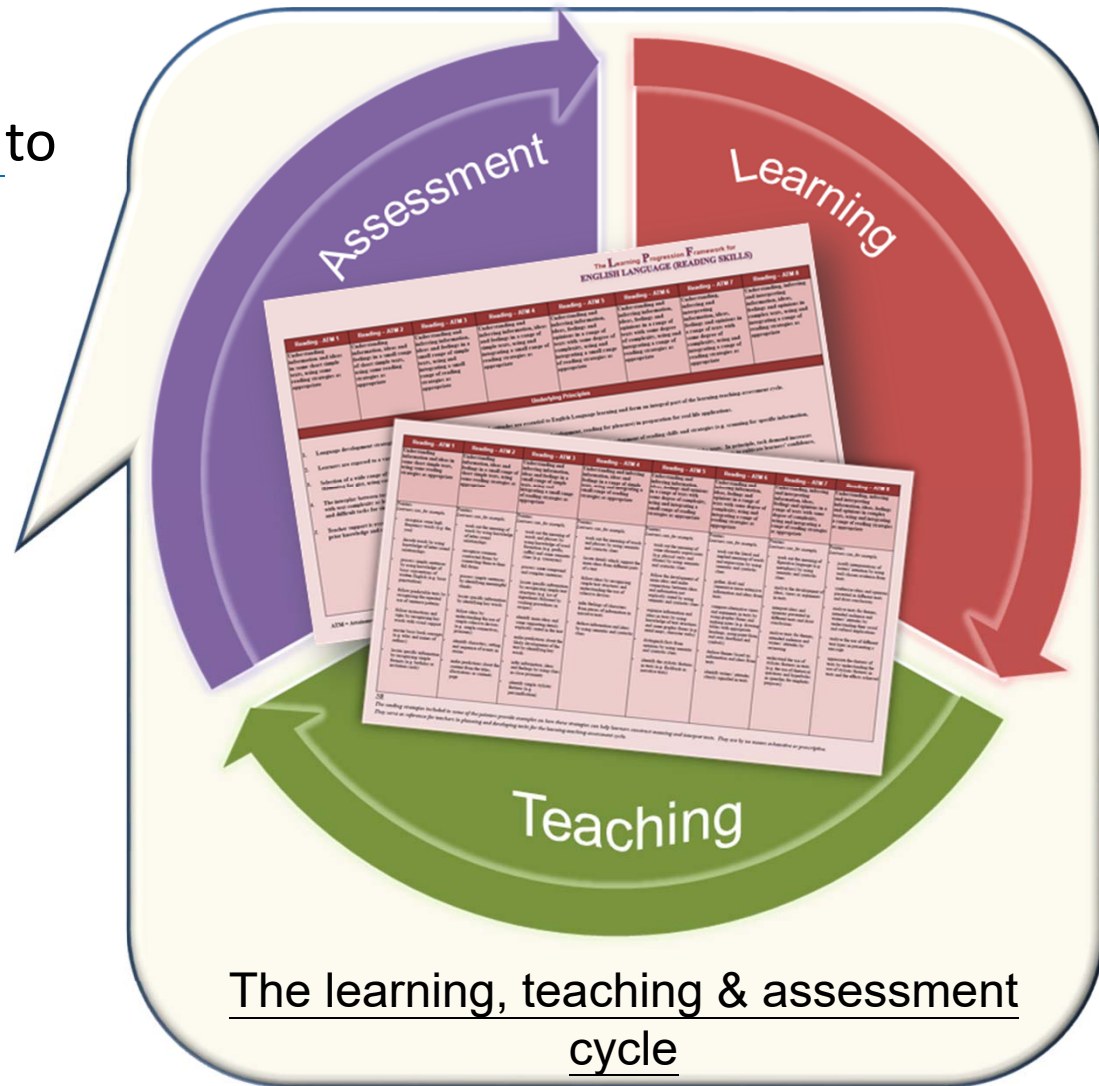
Outcome Statements in the LPF



Use of the LPF for Reading

Curriculum Planning

- Providing a common “language” and “tool” to facilitate professional discussions among teachers



The Development of Reading Skills and Strategies across Key Stages

Key Stages 1 and 2

Developing Basic Skills and Strategies

- 40% of English lesson time on Reading Workshops
- Using literary & information texts to facilitate the development of reading skills in context

Key Stage 3


Expanding the Repertoire of Reading Skills and Strategies

- Preparing students for meeting the language demand at KS4
- Extending students' learning experience through promoting LaC/RaC

Key Stage 4

Optimising English Language

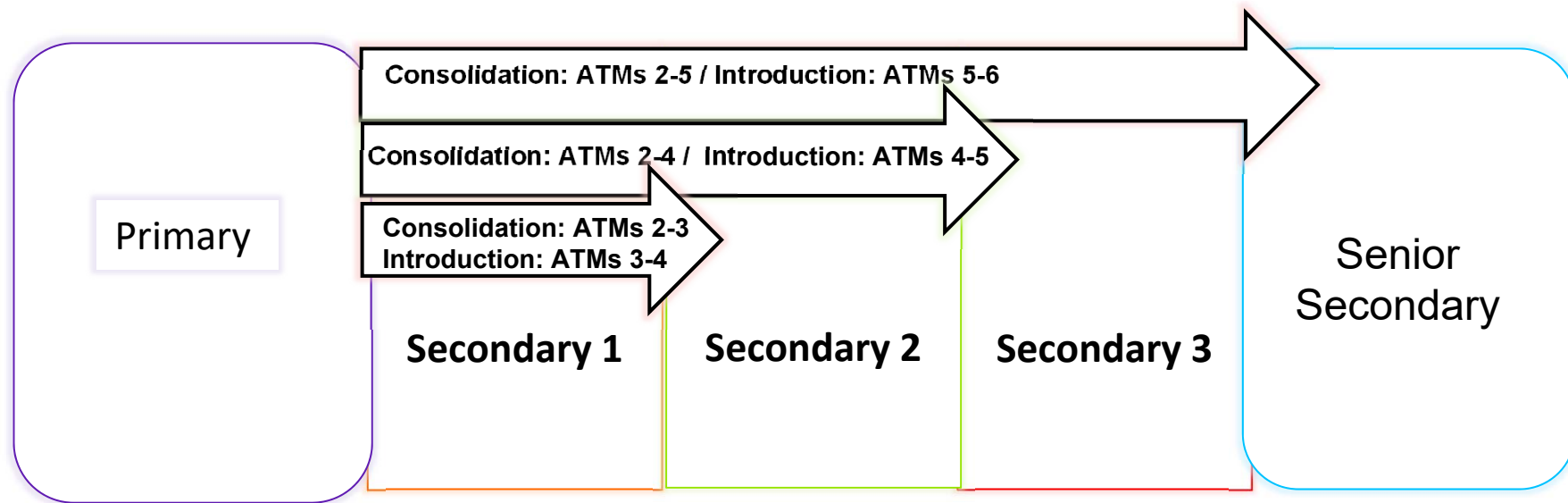
- Supporting students to conduct independent reading
- Enriching students' learning experiences through promoting the academic and creative use of English

- 
- Further studies, work
 - Lifelong language learning

Curriculum Planning

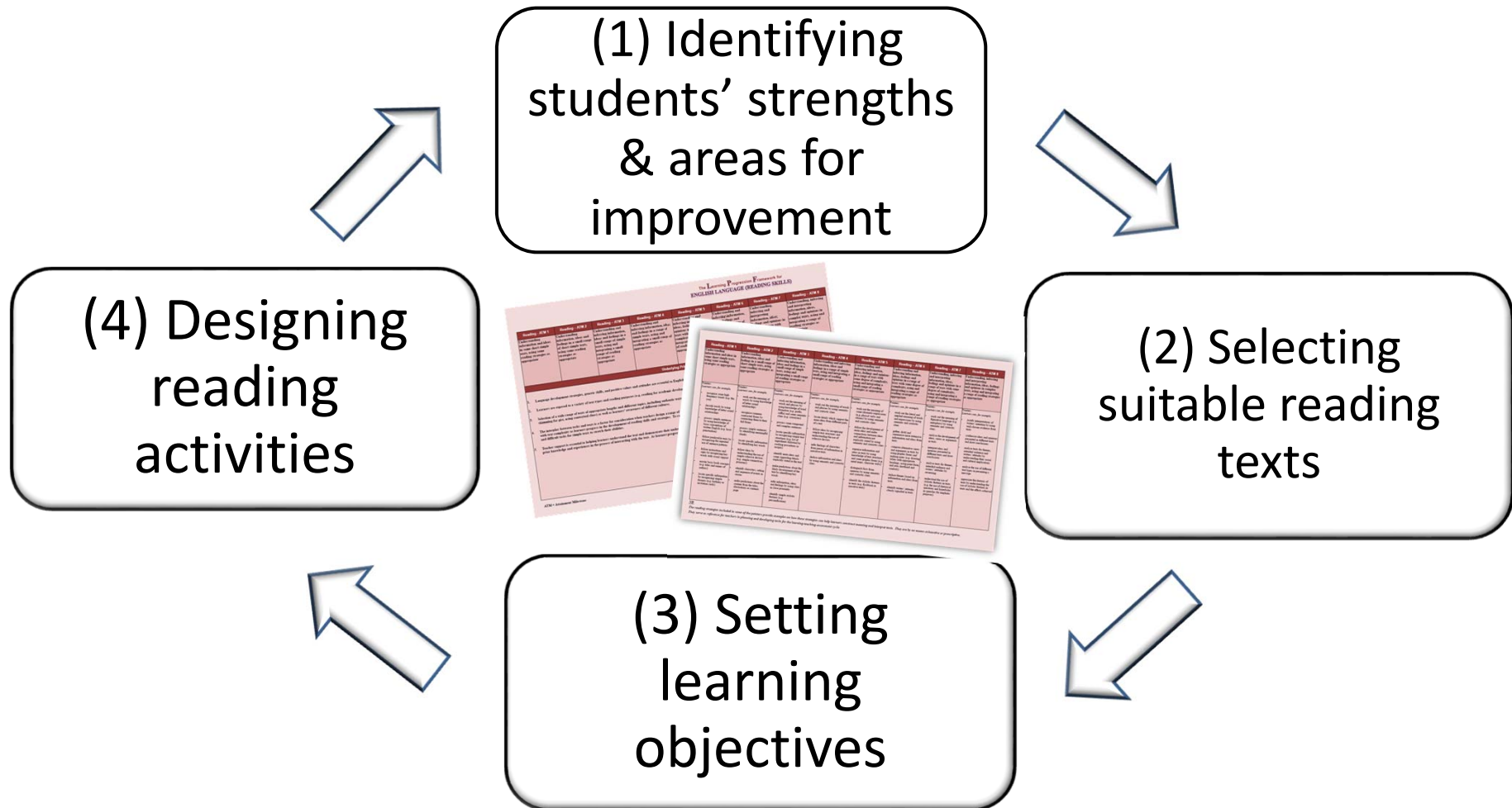
- Developing students' reading skills and strategies across levels

An example



Learning, Teaching and Assessment

● Promoting Assessment for Learning



Learning, Teaching and Assessment

● (1) Identifying students' strengths and areas for improvement



Identifying reading skills and strategies that

✓ need to be further stretched

✓
✗ } need to be supported

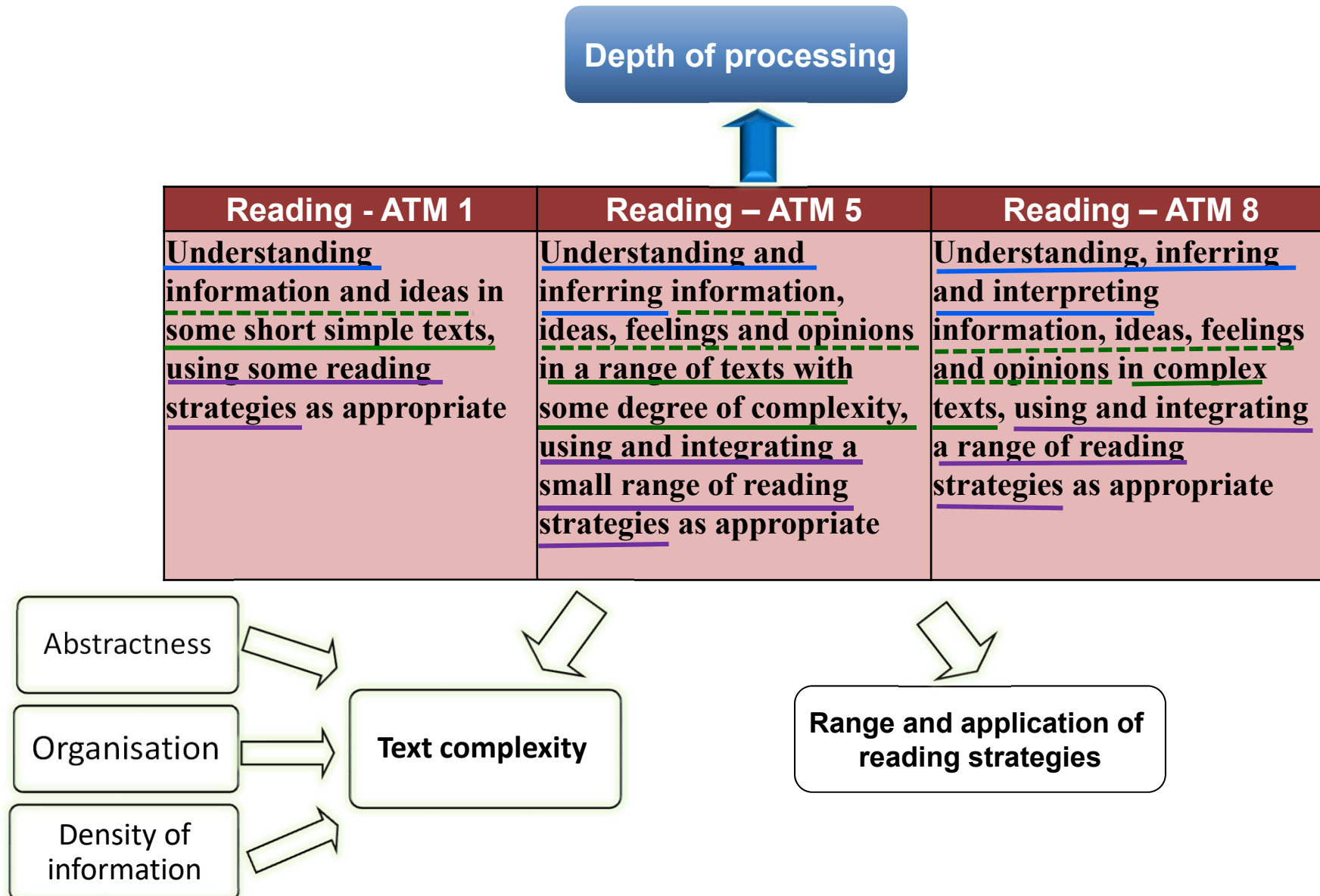
? need to be given opportunities for development

An example

Reading – ATM 2	Reading – ATM 3	Reading – ATM 4
Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ work out the meaning of words by using knowledge of letter-sound relationships ✓ locate specific information by identifying key words ✓ follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) ✓ locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes) ✓ identify main ideas and some supporting details explicitly stated in the text 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ? work out the meaning of words and phrases by using semantic and syntactic clues ✗ locate details which support the main ideas from different parts of a text ✓ follow ideas by recognising simple text structures and understanding the use of cohesive devices

Learning, Teaching and Assessment

● (2) Selecting suitable reading texts



Learning, Teaching and Assessment

- (3) Setting learning objectives to help students improve further



Reading objectives

(ATM 3.1)

- work out the meaning of words and phrases by using knowledge of word formation (e.g. suffix)

(ATM 4.3)

- follow ideas by recognising simple text structures

An example

Reading – ATM 2	Reading – ATM 3	Reading – ATM 4
Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate
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Learning, Teaching and Assessment

(4) Designing reading activities

Activity 2 (While-reading activity)

Study the poem below.

Ations by Shel Silverstein

If we meet and I say, "Hi,"	If later we apologize,
That's a salutation.	That's reconciliation.
If you ask me how I feel,	If we help each other home,
That's consideration.	That's cooperation.
If we stop and talk a while,	And all these ations added up
That's a conversation.	Make civilization.
If we understand each other,	(And if I say this is a wonderful poem,
That's communication.	Is that exaggeration?)
If we argue, scream and fight,	
That's an altercation.	

Learning and Teaching

(4) Designing reading activities

Activity 2 (While-reading activity)

Discuss with a partner and complete the poem.

Ations by Shel Silverstein

If we meet and I say, "Hi,"
That's a salutation.
If you ask me how I feel,
That's consideration.
If we stop and talk a while,
That's a conversation.
If we understand each other,
That's communication.
If we argue, scream and fight,
That's an altercation.

If later we apologize,
That's reconciliation.
If we help each other home,
That's cooperation.

If _____,
That's _____.
If _____,
That's _____.

And all these ations added up
Make civilization.
(And if I say this is a wonderful poem,
Is that exaggeration?)

The Development of Reading Skills and Strategies across Key Stages

Key Stages 1 and 2

Developing Basic Skills and Strategies

- 40% of English lesson time on Reading Workshops
- Using literary & information texts to facilitate the development of reading skills in context

Key Stage 3


Expanding the Repertoire of Reading Skills and Strategies

- Preparing students for meeting the language demand at KS4
- Extending students' learning experience through promoting LaC/RaC

Key Stage 4

Optimising English Language

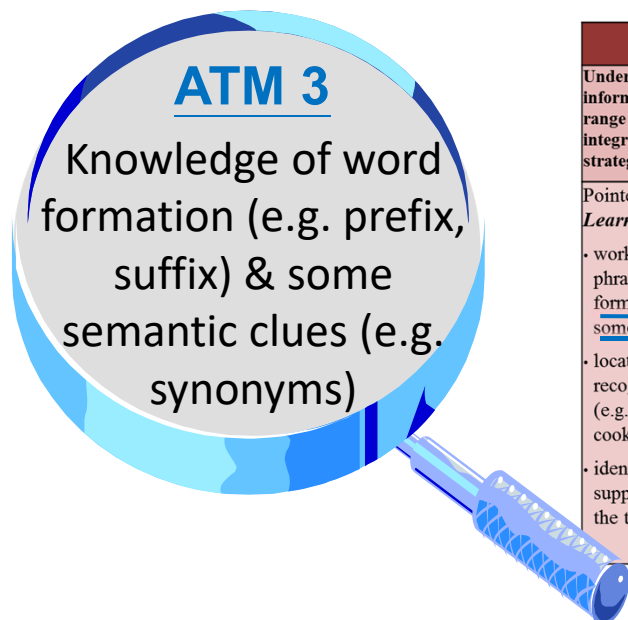
- Supporting students to conduct independent reading
- Enriching students' learning experiences through promoting the academic and creative use of English

- 
- Further studies, work
 - Lifelong language learning

Promoting LaC/RaC at the Junior Secondary Level

Underlying Principles		
2) Learners are exposed to a variety of text types and reading purposes (e.g. reading for academic development, reading for pleasure) in preparation for real life applications.		
Reading – ATM 3	Reading – ATM 5	Reading – ATM 7
Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading 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 small range of reading 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 reading strategies as appropriate
<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of words and phrases by using <u>knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms)</u> locate specific information by recognising <u>simple text structures</u> (e.g. list of ingredients followed by cooking procedures in recipes) identify main ideas and some supporting details explicitly stated in the text 	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues organise information and ideas in texts by using <u>knowledge of text structures and some graphic forms (e.g. mind maps, character webs)</u> 	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues <u>analyse the development of ideas, views or arguments in texts</u> <u>interpret ideas</u> and opinions presented in different texts and <u>draw conclusions</u> <u>analyse texts</u> for themes, intended audience and writers' attitudes by reviewing

Promoting LaC/RaC at the Junior Secondary Level



Reading – ATM 3	Reading – ATM 5	Reading – ATM 7
Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading 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 small range of reading 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 reading strategies as appropriate
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Knowledge of Word Formation

- Affixation [e.g. exhale (away from), overpopulation (too much), non-metal (not)]
- Compounding [e.g. test tube, measuring cylinder]
- Conversion [e.g. access the file (n → v), google (n → v)]
- Blending [e.g. smog = smoke + fog, bionic = biology + electronic]

Promoting LaC/RaC at the Junior Secondary Level

ATM 3, 5 & 7
Knowledge of
text structure,
graphic forms

Rhetorical functions in different text structures

Reading – ATM 3	Reading – ATM 5	Reading – ATM 7
Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading 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 small range of reading 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 reading strategies as appropriate
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) • locate specific information by recognising <u>simple text structures</u> (e.g. list of ingredients followed by cooking procedures in recipes) • identify main ideas and some supporting details explicitly stated in the text 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues • follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues • organise information and ideas in texts by using <u>knowledge of text structures and some graphic forms (e.g. mind maps, character webs)</u> 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues • <u>analyse</u> the development of ideas, views or arguments in texts • <u>interpret</u> ideas and opinions presented in different texts and <u>draw conclusions</u> • <u>analyse</u> texts for themes, intended audience and writers' attitudes by reviewing

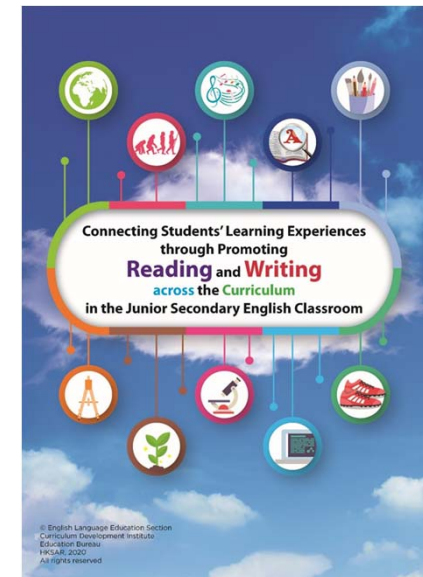
**Higher
order
thinking
Skills**

Examples of Rhetorical Functions and their Related Language Items Commonly Found across KLAs

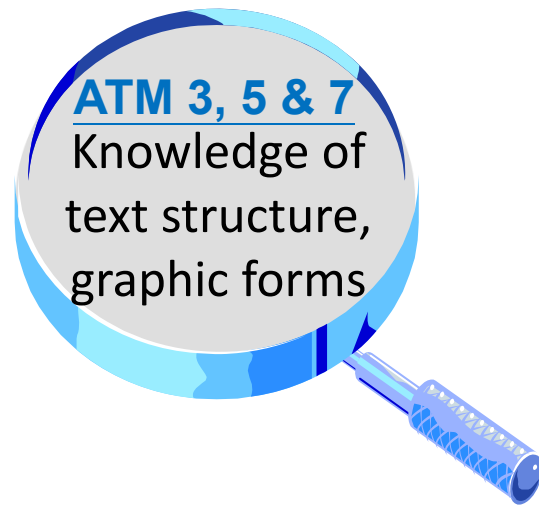
Examples of Rhetorical Functions	Language Items (Examples)	Examples
Comparing/Contrasting	"However", "on the contrary", "similarly"	<i>Some historians think that the paintings had entertainment functions. <u>However</u>, these paintings were usually found at...(PSHE)</i>
Sequencing	"After", "before", "then"	<i>Clean the food thoroughly <u>before</u> cooking...(TE)</i>
Explaining	"Since", "because of", "as a result (of)"	<i><u>As a result</u>, more sulphur dioxide is produced...(SE)</i>
Describing	Adjectives, relative clauses	<i><u>Larger</u> current makes the bulb <u>brighter</u>... (SE)</i>
Defining	"Refers to", "is known as"	<i>Osmosis <u>refers to</u> the diffusion of fluid...(SE)</i>
Making suggestions	"Can", "may", "suggest"	<i>The government <u>can</u> make better use of the land through...(PSHE)</i>
Giving instructions	Imperatives	<i><u>List</u> the characteristics of the four phases in the long jump...(PE)</i>
Presenting facts	Present tense	<i>A computer system <u>consists</u> of...(TE)</i>
Presenting past events	Past tense	<i>The waltz <u>was</u> originally a peasant dance in Austria...(AE)</i>
Making assumption	Conditional clauses, "let", "suppose"	<i><u>Suppose</u> Jane's salary is \$10,000 now. What is the percentage of... (ME)</i>

CDC Supplement to the
English Language
Education Key Learning
Area Curriculum Guide
(Secondary 1 — 3) 2018
– Chapter 6

More examples



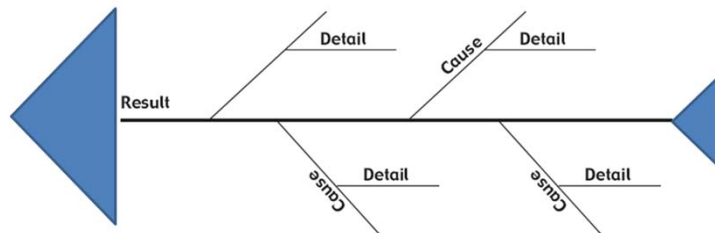
Promoting LaC/RaC at the Junior Secondary Level



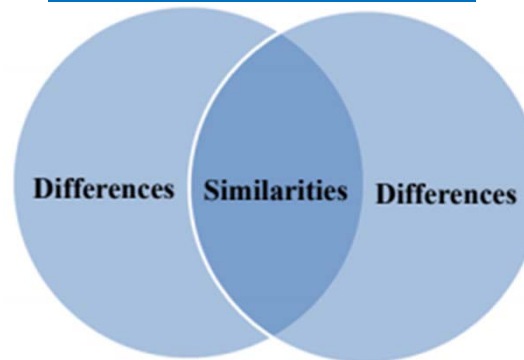
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Examples

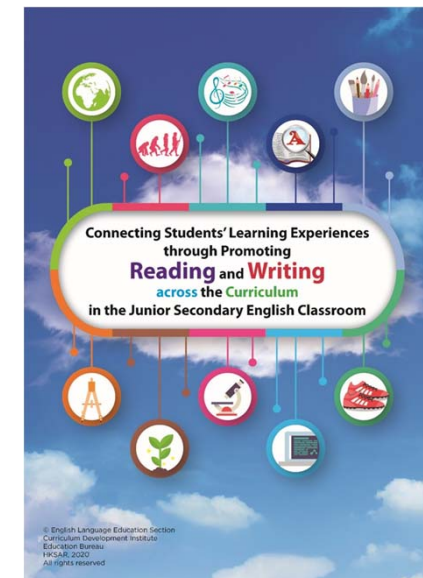
Illustrating causes and effects



Making comparison



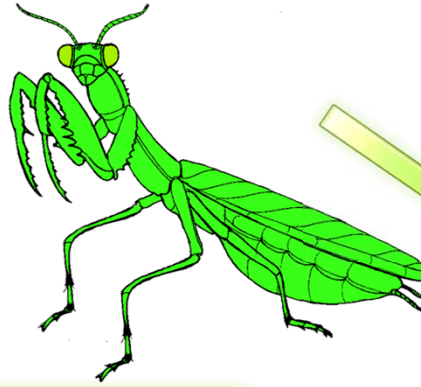
More examples



Supporting Students to Read Independently

Activity 3 (Pre-reading / while-reading activity)

What are the two special skills of the praying mantis?



Skill 1: Camouflage

Skill 2: Fighting skill

How?

Use an example **to describe** this skill

Why?

How?

Use an example **to describe** this skill

Supporting Students to Read Independently

Activity 4 (Post-reading activity)

Read the chapter “Praying Mantis” and complete the post-reading activity.
Then, work with a partner and match the pointers to the reading items.

1. What is a predator?
2. Give two more examples of other predators.

Supporting Students to Read Independently

3. What is the use of the praying mantis's front legs? Please tick the correct answer.

- | | |
|--------------------------|---------------------|
| <input type="checkbox"/> | a) Fighting |
| <input type="checkbox"/> | b) Catching animals |
| <input type="checkbox"/> | c) Protection |
| <input type="checkbox"/> | d) All of the above |

4. Which of the following activities can the praying mantis do with its front legs?

- | | |
|--------------------------|----------------------------|
| <input type="checkbox"/> | a) Praying |
| <input type="checkbox"/> | b) Swimming |
| <input type="checkbox"/> | c) Attacking other animals |
| <input type="checkbox"/> | d) Cutting grass |

5. Why is camouflage an important skill to the praying mantis?

You may choose more than one answer.

- | | |
|--------------------------|--|
| <input type="checkbox"/> | a) To help it catch other insects for food |
| <input type="checkbox"/> | b) To attract other animals |
| <input type="checkbox"/> | c) To look as beautiful as a flower |
| <input type="checkbox"/> | d) To protect itself from other predators |

Promoting LaC/RaC at the Junior Secondary Level

Underlying Principles

Positive values and attitudes

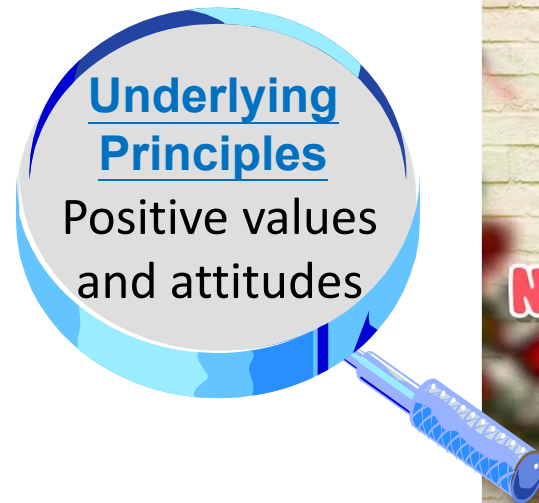
1. Language development strategies, generic skills, and **positive values and attitudes** are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.

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. Learners are exposed to a variety of text types and reading purposes (e.g. reading for academic development, reading for pleasure) in preparation for real life applications.
3. Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts, is crucial to the development of reading skills and strategies (e.g. scanning for specific information, skimming for gist, using contextual clues) as well as learners' awareness of different cultures.
4. The interplay between tasks and texts is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding of the texts. In principle, task demand increases with text complexity as learners progress in the development of reading skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners' confidence, and difficult tasks for simple texts to stretch their abilities.
5. Teacher support is essential to helping learners understand the text and demonstrate their understanding during the learning and teaching process. Teachers are also expected to help learners activate their prior knowledge and experiences in the process of interacting with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

Promoting LaC/RaC at the Junior Secondary Level

Activity 5



Watch the video and complete the table.

<div>Theme</div> <p>(What is the subject/ main idea of the video?)</p>	<p>(a) Put a tick (✓) in the correct box.</p> <p><input type="checkbox"/> Friendship</p> <p><input type="checkbox"/> Horse breeding</p> <p><input type="checkbox"/> Gratitude</p>
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Source: SOWIT Resource Kit (Part 2)

Video: Never Look a Gift Horse in the Mouth

Promoting LaC/RaC at the Junior Secondary Level

<div data-bbox="318 325 698 434">Purpose</div> <p>(What does the video aim to achieve?)</p>	<p>(b) Fill in the blanks.</p> <p>i) To introduce the saying of wisdom “ _____ ”.</p> <p>ii) To remind us that _____ _____ _____ _____.</p>
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Promoting LaC/RaC at the Junior Secondary Level

(c) Are the following facts or opinions? Put the letters (A-E) in the correct box.

- A. The host, Ashley, always said “Thank you!” when receiving a present.
- B. Ashley’s friend always asked a lot of questions when she received a gift.
- C. We should consider the giver’s feelings when receiving a gift.
- D. Ancient horse breeders evaluated the age of a horse by looking at its teeth.
- E. Both the giver and the recipient will feel happy if the recipient is grateful when receiving a gift.

Facts

Opinions

Supporting Students to Read Independently

● Considerations for setting assessment items

The Learning Programme Framework for English Language (Reading Skills)

Learning Objective	Assessment Item	Assessment Item	Assessment Item	Assessment Item	Assessment Item
Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text
Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text
Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text
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Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text	Understanding the main purpose and structure of a text

Integrating the Use of the LPF

Learning Objectives

Align assessment with the learning objectives

Variety of Reading Skills

Include items which require students to apply a range of reading skills

Distribution



Avoid a lopsided choice of items testing the same reading skills

Catering for Learner Diversity

Include some easy / challenging items to meet students' needs

References for Cross-curricular Learning

References and Resources (Secondary Level) – Cross-curricular Learning

Cross-curricular Learning	Year
	SOWIT Videos Resource Kit (Part 1) 2021 (Online)
	Connecting Students' Learning Experiences through Promoting Reading and Writing across the Curriculum in the Junior Secondary English Classroom 2020 (Print/Online)



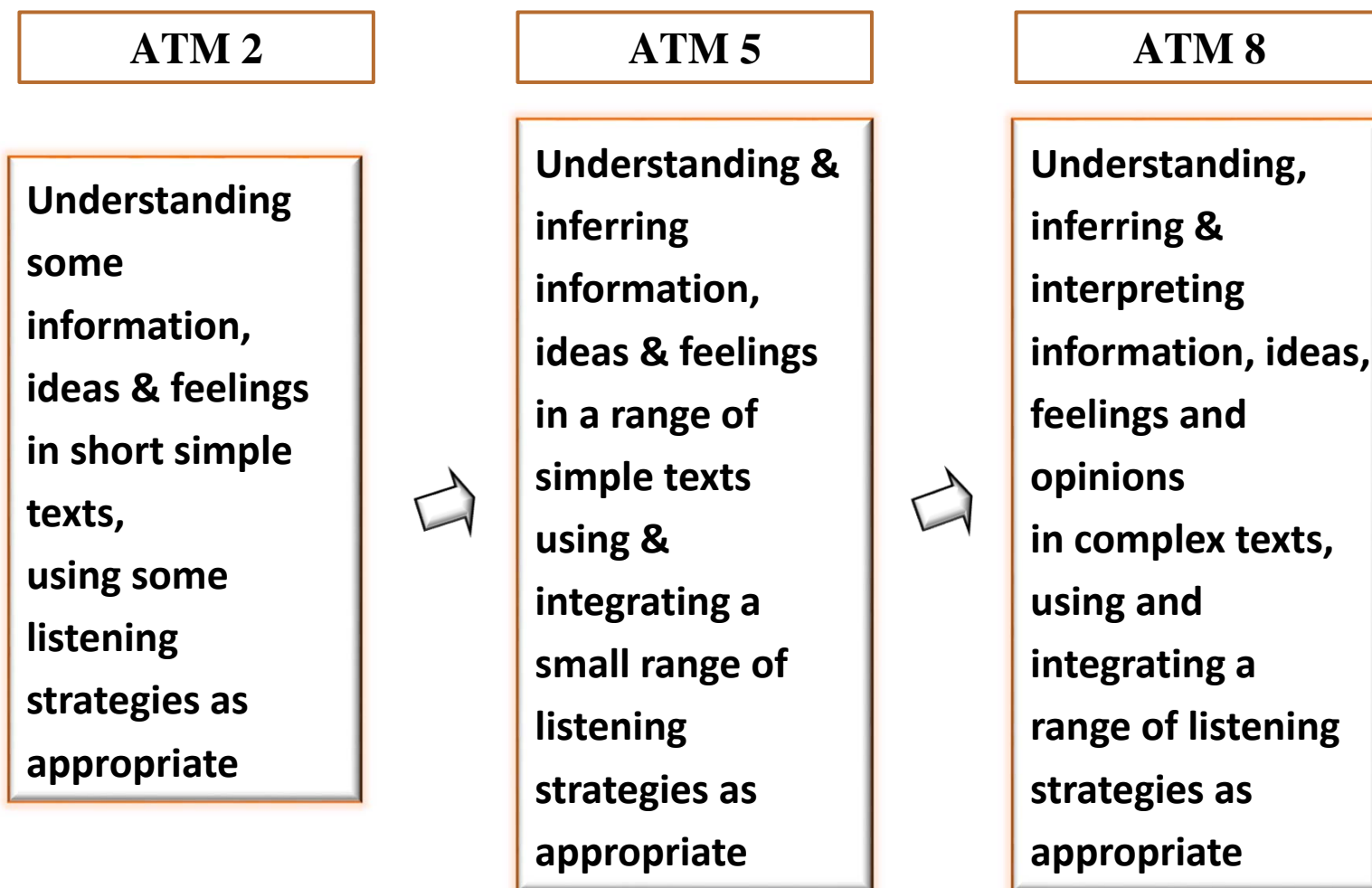
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/resource%20sec_cross-KLA.html



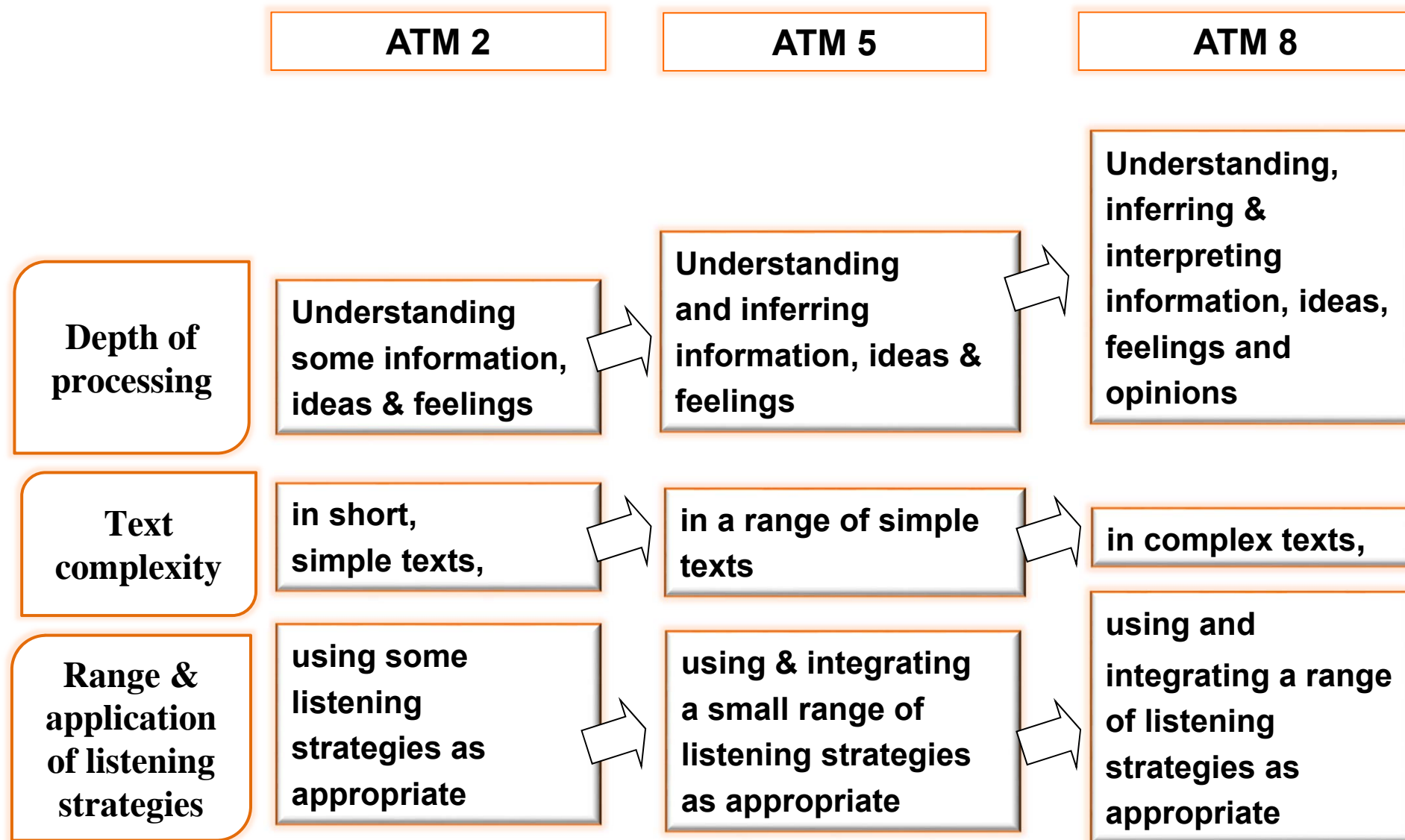
<https://www.edb.gov.hk/sow>

Use of the LPF for Listening

Progression of the Learning Outcomes for Listening



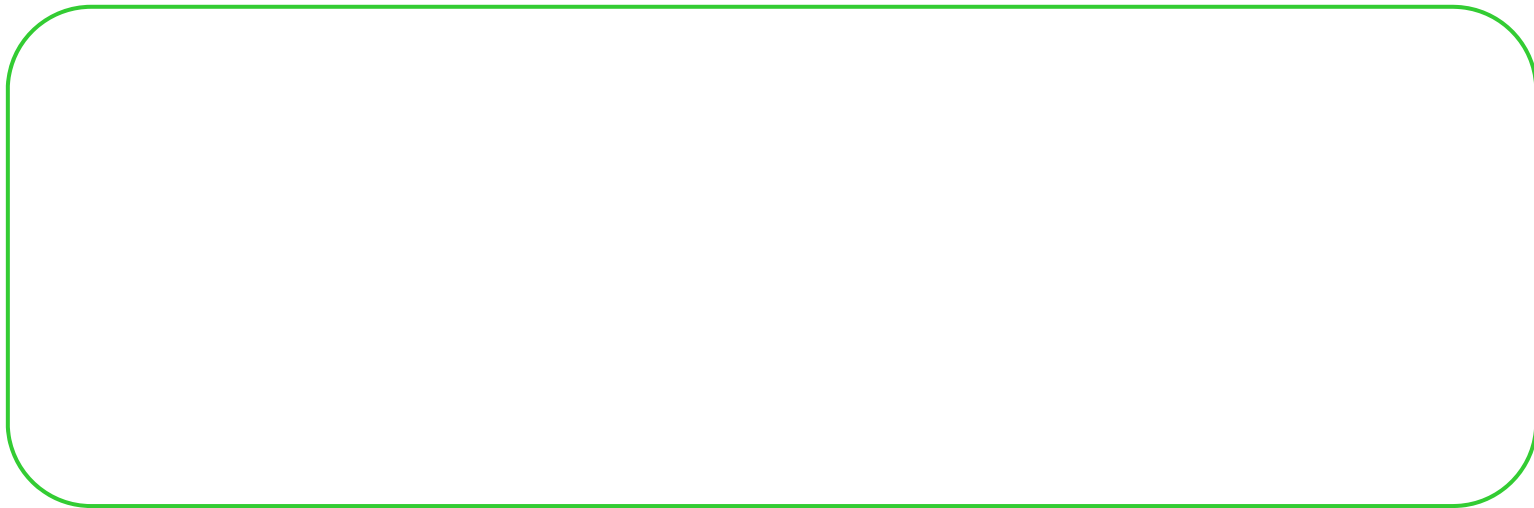
Progression of the Learning Outcomes for Listening



What Makes Listening Challenging for Students?

Activity 6

With reference to the LPF for Listening, discuss with your group members why ESL/EFL learners find listening challenging and suggest some challenges specific to listening. How would you help your students to deal with these challenges?



Developing Listening Strategies

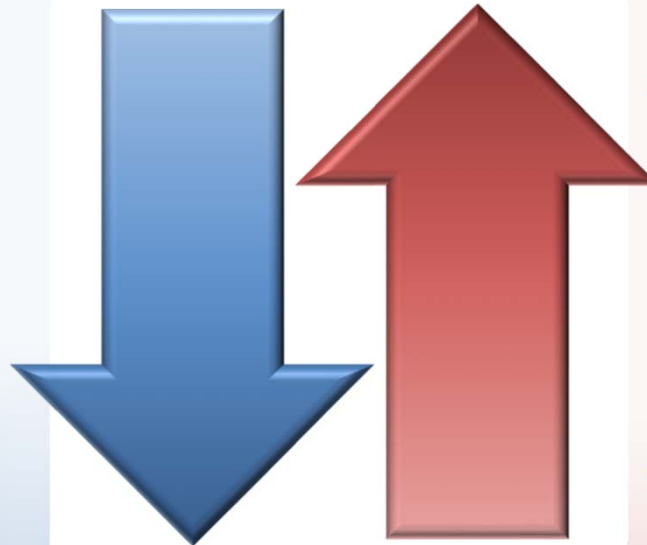
Underlying Principle 4

- activating prior knowledge,
- anticipating the likely development of spoken texts, and
- being selective while listening (e.g. discriminating relevant from irrelevant information based on individual circumstances or task requirements).

Top-down Strategies

interpreting meaning through the use of

- background knowledge; or
- previous knowledge of the situation, context, and topic



Bottom-up Strategies

Interpreting meaning through

- decoding the sounds of a language into words, clauses, sentences, etc; and
- using one's knowledge of grammatical or syntactical rules

Developing Listening Strategies

Activity 7

How would you help your students prepare the following task by adopting the top-down/bottom-up strategies?

Kaity Chandra is the editor of the magazine. She is holding a meeting with two journalists, Iris Mu and Dan Lai, about the next issue. Listen to their discussion and complete the missing information in the space below. One has been provided as an example. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

What Iris, Dan and Kaity did at the weekend			
Iris had a (1) _____ weekend because her (2) _____.			
Dan had a (3) _____ weekend because he (4) _____.			
Kaity had a (5) _____ weekend because she (6) _____.			
Suggested topics for the next edition of the magazine			
Topic: games and play	Name of game	Accepted by Kaity?	Reason
Computer games for learning	The Next Mozart	Yes	<u>These games are popular</u> (example)
(7) _____ _____	(8) _____ _____	Yes	(10) _____ _____
	(9) _____ _____		
(11) _____ _____ _____	(12) _____ _____	No	(13) _____ _____ _____

Developing Listening Strategies

Activity 7

Kaity Chandra is the editor of the magazine. She is holding a meeting with two journalists, Iris Mu and Dan Lai, about the next issue. Listen to their discussion and complete the missing information in the space below. One has been provided as an example. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

What Iris, Dan and Kaity did at the weekend

Iris had a (1) _____ weekend because her (2) _____.

Dan had a (3) _____ weekend because he (4) _____.

Kaity had a (5) _____ weekend because she (6) _____.

Developing Listening Strategies

Activity 7

What Iris, Dan and Kaity did at the weekend

Iris had a (1) _____ weekend because her (2) _____.

Dan had a (3) _____ weekend because he (4) _____.

Kaity had a (5) _____ weekend because she (6) _____.

Developing Listening Strategies

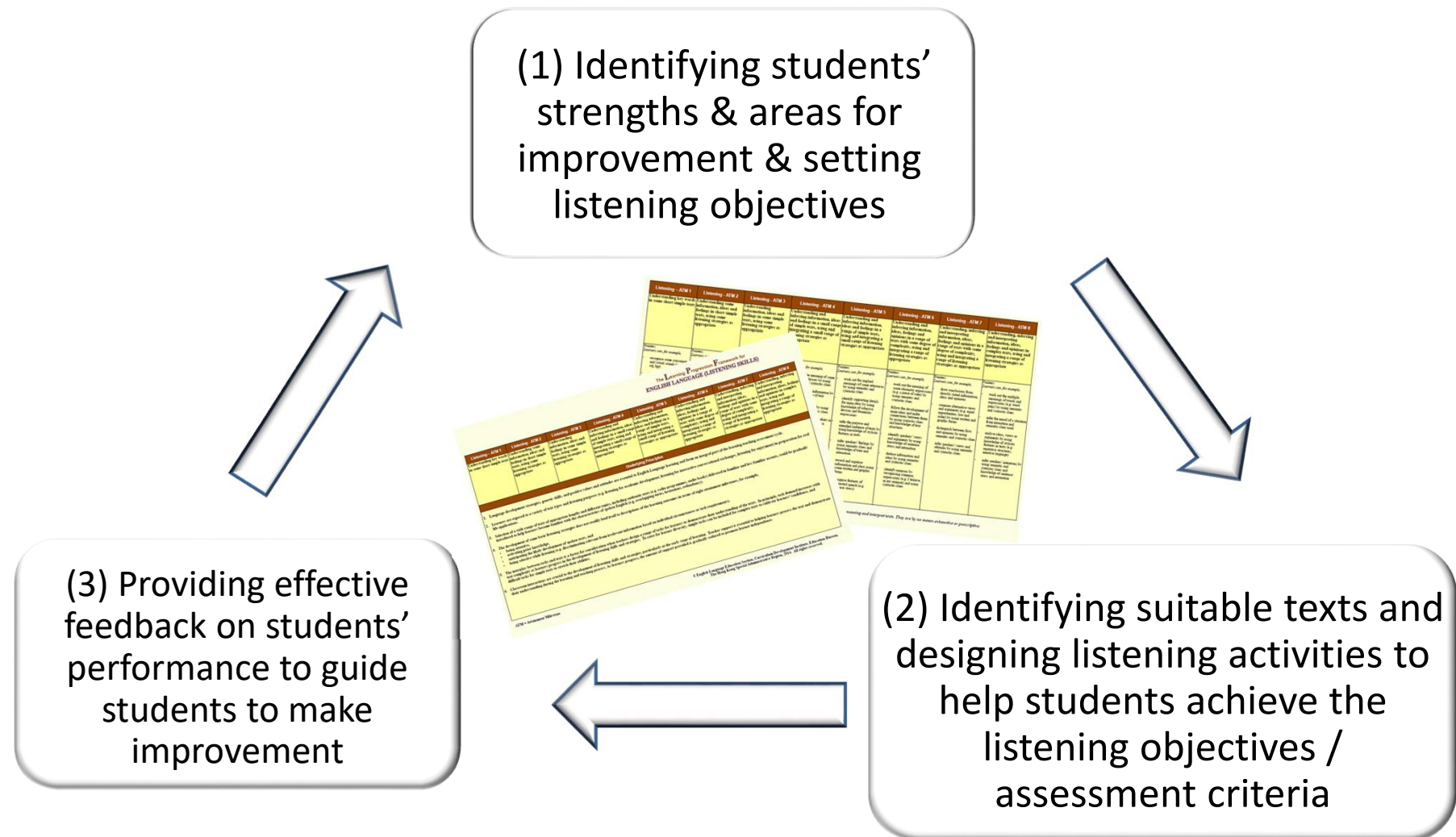
Activity 7

Suggested topics for the next edition of the magazine

Topic: games and play	Name of game	Accepted by Kaity?	Reason
Computer games for learning	The Next Mozart	Yes	<u>These games are popular</u> (example)
(7) _____ _____	(8) _____ _____ (9) _____ _____	Yes	(10) _____ _____ _____
(11) _____ _____ _____	(12) _____ _____	No	(13) _____ _____ _____

Learning, Teaching and Assessment

Promoting Assessment for Learning



Learning, Teaching and Assessment

● (1) Identifying students' strengths and areas for improvement

An example



Identifying Listening skills and strategies that

✓ need to be further stretched

✓
x } need to be supported
x

? need to be given opportunities for development

Listening – ATM 6	Listening – ATM 7	Listening – ATM 8
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
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ work out the meaning of some idiomatic expressions (e.g. a piece of cake) by using semantic and syntactic clues ✓ follow the development of main ideas and make connections between them by using syntactic clues and knowledge of text structures ✓ identify speakers' views and arguments by using knowledge of sentence stress and intonation ✓ deduce information and ideas by using semantic and syntactic clues 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ draw conclusions from directly stated information, ideas and opinions ✓ compare alternative views and arguments (e.g. equal opportunities, law and order) by using written and graphic forms ? distinguish between facts and opinions by using semantic and syntactic clues ? infer speakers' views and attitudes by using semantic and syntactic clues 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ? work out the multiple meanings of words and expressions (e.g. word puns) by using semantic and syntactic clues ? infer the mood of a situation from intonation and semantic clues used ? analyse ideas, views or arguments by using knowledge of stylistic features in texts (e.g. repetitive structures, emotive language) ✓ infer speakers' intentions by using semantic and syntactic clues and knowledge of sentence stress and intonation

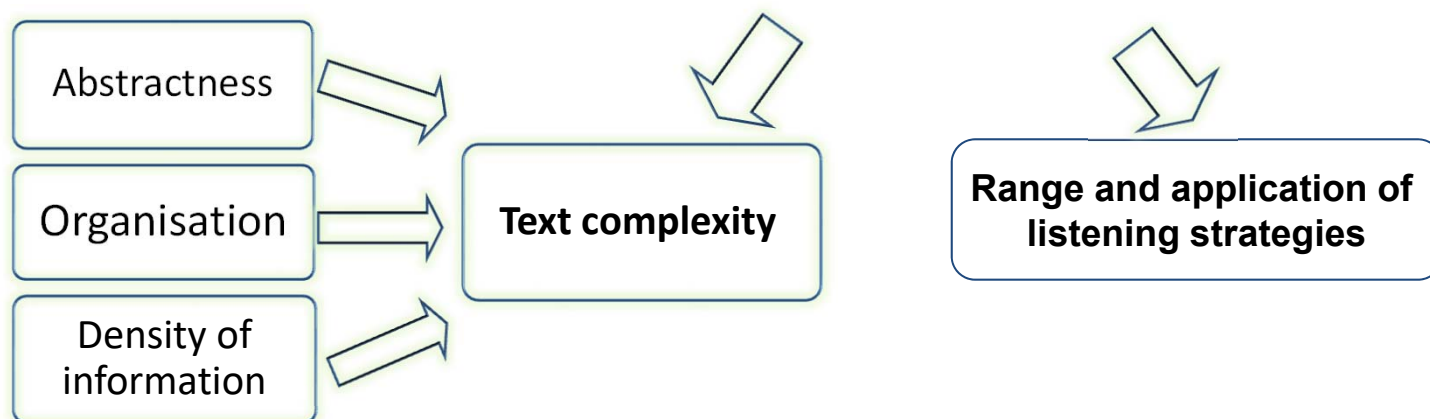
Outcome Statements in the LPF

🌱 (2) Selecting suitable listening texts

Depth of processing



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



Learning, Teaching and Assessment

- (3) Setting learning objectives to help students improve further

An example



Listening objectives

(ATM 8.3)

- analyse ideas, views or arguments by using knowledge of stylistic features in texts

(ATM 8.4)

- infer speakers' intentions by using semantic and syntactic clues and knowledge of sentence stress and intonation

Listening – ATM 6	Listening – ATM 7	Listening – ATM 8
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
<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • work out the meaning of some idiomatic expressions (e.g. a piece of cake) by using semantic and syntactic clues • follow the development of main ideas and make connections between them by using syntactic clues and knowledge of text structures • identify speakers' views and arguments by using knowledge of sentence stress and intonation • deduce information and ideas by using semantic and syntactic clues 	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • draw conclusions from directly stated information, ideas and opinions • compare alternative views and arguments (e.g. equal opportunities, law and order) by using written and graphic forms • distinguish between facts and opinions by using semantic and syntactic clues • infer speakers' views and attitudes by using semantic and syntactic clues 	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • work out the multiple meanings of words and expressions (e.g. word puns) by using semantic and syntactic clues • infer the mood of a situation from intonation and semantic clues used • analyse ideas, views or arguments by using knowledge of stylistic features in texts (e.g. repetitive structures, emotive language) • infer speakers' intentions by using semantic and syntactic clues and knowledge of sentence stress and intonation

Developing Listening Strategies

Activity 8

The Golden Boys



- Where does the story take place?
- Why are the two boys taken away by the policemen?
- How does the boy under the umbrella look? What explains his look?

Top-down Strategies

Developing Listening Strategies

Listen to the excerpt and answer the question below.

- 1) What does the narrator think of the annual summer beach holiday?
 - A.) A boring event
 - B.) An event filled with surprises
 - C.) An event never to be missed

Developing Listening Strategies

Listen to the excerpt and answer the question below.

- 2) What does the narrator want to tell us about the relationship of his parents and Mr and Mrs Hamilton?
- A.) They know each other very well.
 - B.) They have a very close relationship.
 - C.) They do not have a very close relationship.

Developing Listening Strategies

Activity 9

- 1) Listen to an excerpt from “Alberto’s New Neighbours” and design question(s) which aim(s) to stretch your students’ listening ability to the next level.

Alberto took one look at his new neighbours and knew that his life was going to get more difficult...

Tapescript

‘Terrible!’ he thought. ‘How am I going to put up with them?’ He went to tell Mimi. Mimi was the friend he lived with.

‘Have you seen the new neighbours?’ he asked her.

‘No,’ she said. ‘Who are they?’

‘Two of them. The ones we don’t like. Big and noisy and stupid and smelly. Just like they always are.’

ATM_____

Developing Listening Strategies

Activity 9

- 2) Listen to an excerpt from “Alberto’s New Neighbours” and design question(s) which aim(s) to stretch your students’ listening ability to the next level.

Alberto and Mimi tried to explain to their new neighbours about how to make their owners become staff...

Tapescript

‘Listen’ said Alberto to them. ‘It’s very easy.

First, understand that the house is your house, not theirs...’

‘And second’ said Mimi, ‘Make sure that you are always clean.’

‘Make sure they give you food whenever you want!’

‘Sit on the newspaper while they are reading it!’

‘Sleep as much as possible – on their beds!’

‘And finally, try not to bark, but to miaow instead.’




But it was no good. The neighbours just didn’t understand.

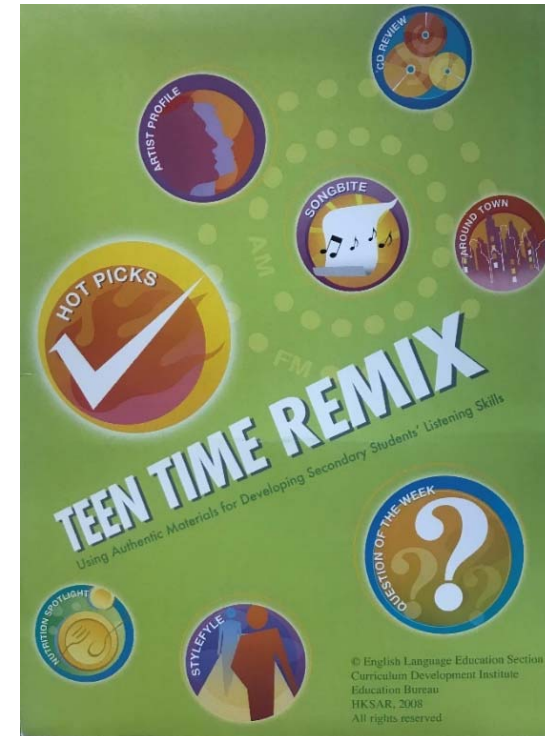
After a week, they gave up.

‘It’s no good’ said Mimi. ‘They’ll never understand...’

ATM_____

Learning and Teaching Materials (Listening)

English Language Education – References and Resources (Secondary Level)	
Listening	Title
	Learning and Teaching Materials on Promoting Positive Values and Attitudes through English Sayings of Wisdom (SOW) at Secondary Level 2020 (Online)
	SOWIT Videos Updated in 2021 (Online)
	Teen Time Remix – Using Authentic Materials for Developing Secondary Students' Listening Skills Updated in 2020 (Print/Online)



https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/resource%20sec_listening.html



<http://www.edb.gov.hk/teentimeremix>

Enhancing Students' Listening Skills Development

● Considerations for setting assessment items

Learning Objectives

Align assessment with the learning objectives

Variety of Listening Skills

Include items which require students to apply a range of listening skills

Distribution

Avoid a lopsided choice of items testing the same listening skills

Catering for Learner Diversity

Include some easy / challenging items to meet students' needs

The Learning Progress Framework for English Language (LISTENING SKILLS)

The listening strategies included in some of the papers may vary in reference for teachers in place.

we reserve all rights or privileges

**Integrating
the Use of the LPF**

The LPF (e-Version)

The Learning Progression Framework (LPF) for English Language

The LPF for English Language

[Background of the LPF](#)

[Understanding the LPF](#)

[Download the Exemplars](#)

The Learning Progression Framework (LPF) provides a common scale and language for teachers to describe students' performance and progress in English Language learning. It consists of different levels of learning outcomes (LOs) and descriptors about the growth of students on a continuum as they work towards the learning targets and objectives set out in the English Language curriculum. The continuum is divided into eight attainment milestones (ATMs) for each of the four language skills (i.e. listening, speaking, reading and writing) from the basic level (ATM 1) to the advanced level (ATM 8). While the ATMs are expressed in the form of outcome statements, which give general descriptions of students' performance, pointers are specific examples of what students are able to do in demonstrating the LOs, which support the outcome statements. It should be noted that the pointers are meant to elucidate the LOs. They are neither prescriptive nor exhaustive, and must not be regarded as a checklist for English language development. As these ATMs can provide a clear focus and direction for learning, teaching and assessment throughout primary and secondary education, schools are encouraged to make reference to the LPF when they plan and review the school English Language curriculum and assessment, instead of relying solely on the Basic Competency Descriptors for the Territory-wide System Assessment (TSA), which represent only part of the essential knowledge and skills to be acquired by students in relation to the learning targets and objectives for KS1 – 3.



- <http://www.edb.gov.hk/lpfenglish>

The Learning Progression Framework (LPF) for English Language (Available for download)



Listening Skills

Speaking Skills

Reading Skills

Writing Skills

Promoting Positive Values and Attitudes through English Sayings of Wisdom

