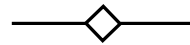


**Effective Assessment
Practices in the English
Language Curriculum –
Part 2: Listening**

What Makes Listening Difficult for Students?

What is Listening?



Listening as a Process



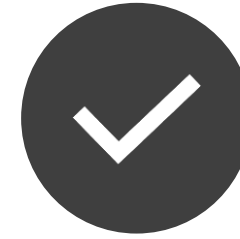
**Hearing/
Receiving**



**Understanding/
Attending**



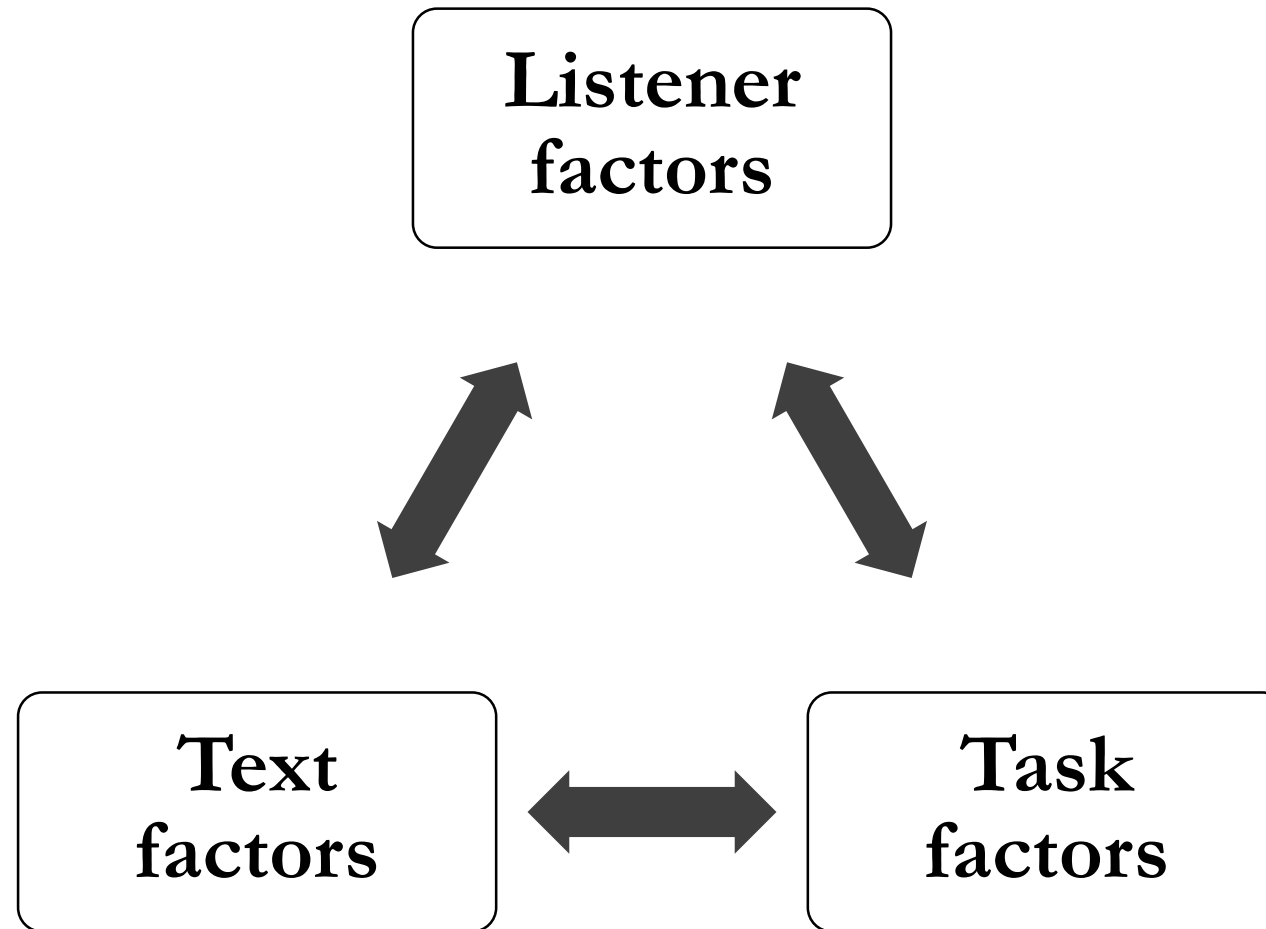
**Remembering/
Perceiving**



**Evaluating/
Interpreting**



**Feedback/
Responding**



**The framework
helps inform ...**



Teachers' diagnosis



students' reflection



learning goals for students

Unpacking Formative Assessment

How can we describe students' listening performance?

Basic Competency (BC) Descriptors for English Language (Reading) **at the End of KS3**

Listening¹

BC Descriptors	Examples <i>(The examples listed below are not prescriptive or exhaustive.)</i>
Discriminating between common words with a small range of vowel and consonant sounds [#] (KS)	
Recognizing repeated expressions in short and simple literary / imaginative spoken texts (ES)	<ul style="list-style-type: none"> The old man The
Using a small range of strategies to understand the meaning [♦] of short and simple texts ^{*†} on familiar topics which are delivered slowly and clearly in familiar accents (IS, KS, ES)	<ul style="list-style-type: none"> u sn pro unde stater

HKDSE Level Descriptors (Listening) **at the end of KS4**

Level 5

Listening

Summative

texts are identified. evaluated. The development of a are fully understood.

their purposes understood when delivered English in familiar accents in a wide range of

information is extracted from spoken texts. Figurative

sound patterns speakers' attitudes and intentions are identified based on features of stress and intonation.

Integrated Skills

- All Data File instructions are interpreted and followed appropriately.
- Relevant information is located and transferred appropriately from complex texts.
- Contrasting views and attitudes in complex written texts are evaluated.
- The content is complete and relevant to the writing task/purpose.
- There is a wide range of written sentence structures, and the use of language structures, spelling and punctuation is highly accurate.
- Register, tone and style are appropriate, and appropriate features of the genre are used.
- The organization is wholly coherent.



The Learning Progression Framework for ENGLISH LANGUAGE (LISTENING SKILLS)

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

Formative

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the curriculum.
2. Learners are exposed to a variety of text and listening purposes (e.g. listening for academic development, listening for information, listening for enjoyment, listening for life applications).
3. Selection of a wide range of texts of appropriate complexity and length is introduced to help learners become familiar with the characteristics of spoken English.
4. The development of some basic listening skills does not end at the end of the primary stage.
 - being attentive,
 - 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).
5. 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 listening 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.
6. Classroom interactions are crucial to the development of listening skills and strategies, particularly at the early stage of learning. Teacher support is essential to helping learners process the text and demonstrate their understanding during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

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
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> recognise some consonant and vowel sounds (e.g. pen, cat, hot) recognise some words by distinguishing word boundaries recognise some formulaic expressions for classroom interaction (e.g. Good morning) follow simple classroom instructions with the support of non-verbal cues (e.g. gestures, illustrations) follow simple songs and rhymes and perform actions 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> identify familiar words by recognising some consonant and vowel sounds locate key words in some texts (e.g. conversational exchanges) follow simple activity instructions by using knowledge of simple cohesive devices follow predictable narrative texts by recognising key words and phrases recognise the intonation of simple utterances (e.g. questions, statements and commands) recognise that audio clues (e.g. tone) convey meaning 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> recognise some features of connected speech such as linking (e.g. four eggs) extract specific information in texts (e.g. announcements) by identifying relevant meaningful chunks follow simple directions by using knowledge of simple cohesive devices and prepositional phrases follow the sequence of events in narrative texts understand speakers' feelings by using semantic and syntactic clues recognise the sound effects (e.g. onomatopoeia, rhymes and alliteration) in simple texts 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of some words and phrases by using semantic and syntactic clues extract specific information by using knowledge of text structures identify main ideas by using semantic and syntactic clues infer the identity of speakers in some social situations (e.g. borrowing books in the library) by using semantic clues understand narrative texts by forming sensory images of characters, settings and events 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the implied meanings of some utterances by using semantic and syntactic clues identify supporting details for main ideas by using knowledge of cohesive devices and formulaic expressions infer the purpose and intended audience of texts by using knowledge of stylistic features in texts infer speakers' feelings by using semantic clues and knowledge of tone and intonation record and organise information and ideas using some written and graphic forms recognise features of connected speech (e.g. sentence stress) 	<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 identify opinions by recognising common expressions (e.g. I believe, in my opinion) and using 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

NB

The listening strategies included in some of the pointers provide examples on how these strategies can help learners construct meaning and interpret texts. They are by no means exhaustive or prescriptive. They serve as reference for teachers in planning and developing tasks for the learning-teaching-assessment cycle.

LPF



**LPF –
Listening**



How LPF Works – 2022 Paper 3A Task 4

Q47-50

LPF Pointers:

- extract specific information in texts (e.g. announcements) by identifying relevant meaningful chunks [ATM 3] ✓
- follow simple directions by using knowledge of simple cohesive devices and prepositional phrases [ATM 3]
- record and organise information and ideas using some written and graphic forms [ATM 5] ✓
- follow the development of main ideas and make connections between them by using syntactic clues and knowledge of text structures [ATM 6] ✓

**The LPF helps
inform ...**



**levels of listening abilities of
students**



feedback for students



learning goals for students

Assessment for Learning and Assessment as Learning to Bridge the Gap



Where am I now?

- ✓ The factors framework
- ✓ The LPF



How can I close the gap?



Where am I going?

- ✓ The factors framework
- ✓ The LPF

How?

Designing Listening Activities to Bridge the Gap

Pre-listening

Suggestion 1:

Activate students' schemata

- Practise steps for analysing listening topics & task requirements. E.g..
 - Instructions
 - Headings/sub-headings
 - Layout (e.g. table, flow chart)

The 3Ws Approach

Highlight keywords in the situation

Who? (Your role)

Why? (Purpose)

What? (Text-type + topic/content)

Task 3
Part A, Paper 3, HKDSE Examination (2022)

- Draw students' attention to lexical items/syntactic clues
- e.g. Synonymy/ paraphrasing

Stage 2: Preparation	
Preparation of ingredients	
Condition	Reason for maintaining this condition
(31) _____	(32) _____
(33) _____	(34) _____
(35) _____	(36) _____

(n/ n. phr.)?

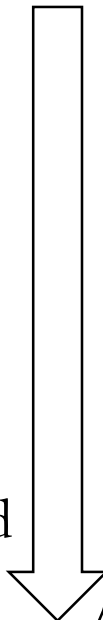
(v. phr.)?

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).

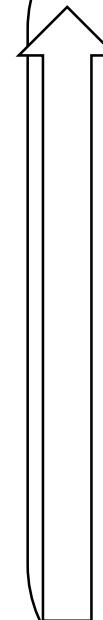
TOP-DOWN APPROACH

Interpreting meaning through use of

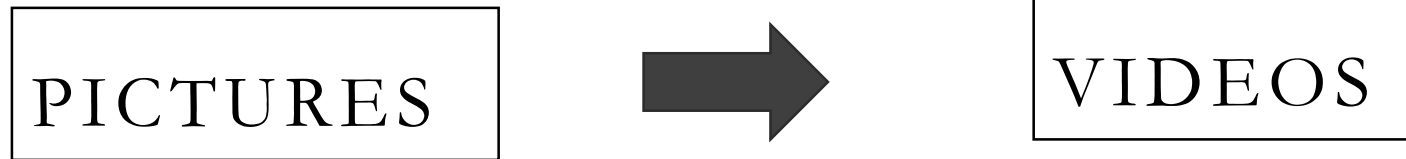
- background knowledge; or
 - previous knowledge of the situation, context, and topic
- 

BOTTOM-UP APPROACH

Interpreting meaning through

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

Suggestion 2: Provide topical input with audiovisuals to supplement students' prior knowledge

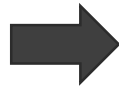


Examples:
Verbs: brew/drip/pour
Utensils: filter/grinder/coffee maker

Suggestion 3:

Prime students by connecting texts and tasks

Mock up spoken text that students
are likely to listen



Bridge the gap between the topic
and the task

- medicine
- bubble tea
- coffee

Summary

During pre-listening tasks, teachers can

- ✓ identify students' weaknesses and set goals
- ✓ give more focused feedback
- ✓ design specific tasks to fill the learning gaps

*Where am I going?
Where am I now?
How can I close the gap?*

Suggested teaching ideas:

- **A**ctivate students' schemata
- **P**rovide topical input with audiovisuals to supplement students' prior knowledge
- **P**rime students by connecting texts and tasks

While- listening

Could you identify the problems faced by this student?

Task 3: Q.31-39
Part A, Paper 3, HKDSE Examination (2022)

Note-taking

- MAIN IDEAS
- SUPPORTING DETAILS
- SUMMARY OF IDEAS

Suggested activities to develop listening skills & strategies

Developing the Skill of Anticipation

Adopt focused listening

Understanding the Main Idea or Main Theme

Use a radio/TV/Internet news bulletin

Extracting Specific Information and Ideas

Listen to the weather forecasts of different cities

Processing Meaning

Use listening texts which include paraphrases and repetitions

Summary

Note-taking skills

Developing exams skills

Where am I going?

Building world knowledge

Where am I now?

Forming listening habits

How can I close the gap?

**Post-
listening**

**What do you
usually do?**

Usually...

01

Check the answers

02

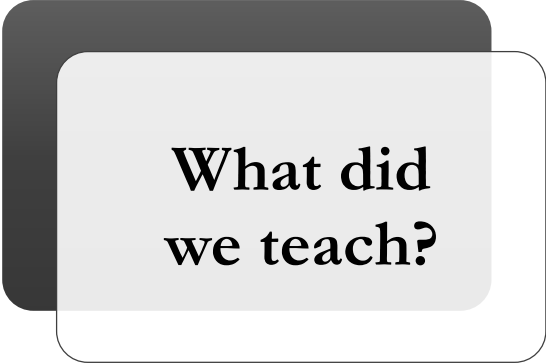
**Ask students what
went wrong**

03

**Locate common
mistakes and
elaborate on the
with reference to
the markers' report,
if any**



**What did
students learn?**



**What did
we teach?**

Reflection questions	Purposes
○ What were you listening to?	➤ to confirm comprehension
○ What helped you from getting the correct answers?	➤ to elicit task knowledge ¹
○ What prevented you from getting the correct answers?	➤ to elicit task knowledge
○ What did you do to understand as much of the text as possible?	➤ to elicit strategy knowledge ²

Goh & Taib (2006)

1 Task knowledge refers to factors affecting listening.

2 Strategy knowledge refers to methods attempted to gain comprehension of listening.

Reflections (Individual)

Students	Teachers
➤ raise students' <u>metacognitive awareness</u> with immediate retrospection	➤ help teachers identify students' <u>strengths</u> and <u>weaknesses</u>
➤ help students develop a habit of <u>evaluation</u> on their <u>mental processes</u>	➤ provide teachers a more wholistic picture of <u>students' current situation</u>

Self-report and discussions of reflections

- promote collaborative learning among students with report of observations and discussions

Goh & Taib (2006)

Reflection is also a key element in self-directed learning.

Feedback

**What feedback do
you usually give?**

Giving Focused Feedback

- ✓ Focus on one skill/question or two
- ✓ Prepare materials/learning activities that help interpret the answer, e.g. list of question words, videos, tapescript, similar questions in other contexts
- ✓ Prepare/predict before lessons

2022 Paper 3A Task 4 Q41

We can look at the ...

- ✓ question
- ✓ answer
- ✓ markers' report
- ✓ tapescript

Excerpt of the tapescript

Chunking

Using **bottom-up processing**, we can break it down into its components. This is referred to as “chunking.” Here are the chunks that guide us to the underlying core meaning of the utterances by analysing the language features.

Post- listening

Strategies		Assessment for Learning
Reflection	Individual	Where am I now?
	Self-report & discussion	Where am I now?
Giving focused feedback – chunking (bottom-up)		How can I close the gap?

Application

Pre-listening

- Activating students' schemata
- Providing topical input with audiovisuals to supplement students' prior knowledge
- Priming students by connecting texts and tasks

While-listening

- Note-taking skills
- Developing exam skills
- Building world knowledge
- Forming habits

Post-listening

- Reflection
- Giving focused feedback – chunking

2022 Paper 3A Task 4

◆ How will you prepare your students for the task?

Please discuss:

- **pre**-listening activities, or
- **post**-listening activities

◆ *Your group can decide:

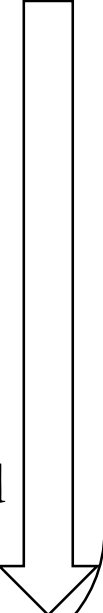
- the learning objectives of this activity
- the ability of the students

Q.47-50 & 52

Task 4, Part A, Paper 3, HKDSE Examination (2022)


TOP-DOWN APPROACH

Interpreting meaning through use of

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

BOTTOM-UP APPROACH

Interpreting meaning through

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

Bottom-up approach

What it was like to work in the factory

Positive things	Negative things
(47) _____	(49) _____
(48) _____	_____
_____	_____

n.? → activity/
adj.? → feeling

Tapescript

Q.47-50

- **Fill in the blanks → ideas**
- **Categorise the ideas → positive or negative**

Bottom-up approach

How do you think Albert felt when the factory closed down? Explain your answer.

(52) He must have felt _____

because

adj.? → feeling

(subj. + v.)... ? ;
past tense

Tapescript

Q.52

- **Repetition**
- **Chunking**

One Step Further: Self-directed Learning

Self-directed Learning

“Self-directed learners are able to take the initiative and responsibility for learning with or without the assistance of others. They would identify their learning needs, formulate goals, and choose resources and strategies for learning.”

Use of e-resources

engaging students in an interactive mode of learning

allowing students to work at their own pace both inside and outside the classroom

Useful e-resources

ELE Assessment Task Bank – Listening

Assessment Tasks for Senior Secondary – Listening

Reading | Writing | Listening | Speaking

Title	Files
Job	Q&A Booklet Data File Audio Recording
Advertising (Listening Tasks)	Q&A Booklet (No Data File) Audio Recording
Advertising (Integrated Tasks)	Q&A Booklet Data File Audio Recording
Consumerism	Q&A Booklet Data File Audio Recording
Staging a Play	Q&A Booklet Data File Audio Recording
Overseas School Trip	Q&A Booklet Data File Audio Recording



Leaflet on “Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching”

Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching

Assessment is an essential part of effective learning and teaching. With effective assessment strategies and practices, schools can shape the assessment into positive learning experiences that promote self-efficacy and commitment to learning among students.

Curriculum Planning (Pre-instruction Stage)

- Examine the data collected from different internal and external assessments (e.g. Pre-11 HMAT, TSA, HODGE Examination) to understand the performance and needs of students. Understand the purposes of each assessment and the nature of the assessment post-implementation (e.g. the subject and content/structure).
- Make use of reference tools such as the Learning Progress Framework (LRF) to set assessment objectives and plan assessment activities to facilitate the progressive development of language skills and promote effective learning strategies.
- Design an assessment framework for reviewing the effectiveness of assessment practice and process, taking the previously agreed practices based on past experiences.

Curriculum Implementation (White-instruction / Learning and Teaching Stage)

Providing a clear and understandable vision of learning

- Identify what students need to learn, set clear learning targets and present them in students-friendly language and accessible format.
- Involve students in establishing assessment criteria where appropriate to give them a sense of ownership.
- Monitor the task requirements and expected standards with sample work.

Embedding assessment strategies into everyday classroom practice

- Create a safe classroom culture and learning environment that encourage risk-taking.
- Establish a structured classroom with clear procedures to enable students to take charge of their own learning.
- Make the learning focus and intention (within the lesson) clear and visible throughout the lesson(s).
- Ask a variety of questions (e.g. open and closed questions, content-based questions, free response questions) to encourage critical thinking and reflection. Use exit cards, cues, prompts and follow-up questions to apply to deeper learning.
- Engage students in peer and self-assessment. For younger learners, model the language and demonstrate how you would like students to comment on their own and others' works to enhance their reflective skills.

Providing quality feedback

- Reduce reliance on grades and marks. Give timely and encouraging feedback which focuses on the success criteria and learning objectives.
- Highlight success and identify areas for improvement in the feedback. Provide concrete suggestions for improvement to close the gap and move learning forward.
- Allow time for students to respond to the feedback (e.g. formulating improvement plans through practices such as conferencing and process writing).

Adopting a variety of assessment in different modes to engage students and promote learning

- Design a variety of assessment tools (e.g. oral presentations, quizzes, games, performance tasks, reciprocal teaching) to allow students of different ability levels and learning styles to demonstrate their knowledge, understanding and skills.
- Allow students some autonomy in the ways they learn and present their learning outcomes.
- Investigate the use of e-assessment platforms available (e.g. Student Assessment Repository (STAR)), particularly those with instant feedback, personalised features and adaptive functions, to cater for learner diversity and facilitate self-directed learning.

Using evidence of student learning needs to determine next steps in teaching

- Actively observe what students say and do, interpret evidence and make judgement on how learning can be improved.
- Adjust teaching plans and learning materials based on student strengths and weaknesses identified from daily observations and assessment data collected.
- Design focused instruction to explicitly teach or support to address student areas of weaknesses (e.g. think aloud), provide opportunities for practice and focused feedback.

Empowering students to take charge of their own learning to foster self-directed learners

- Provide opportunities and guidance for students to set learning goals, identify the next step in learning and show progress, monitor progress and evaluate effectiveness through practices such as keeping a learning journal.
- Introduce metacognitive strategies (e.g. self-questioning and reflective tools (e.g. STAR, Table 2.2) Summary) to enhance student capacity for self-assessment.
- Reinforce good habits of mind and steps for self-monitoring with strategies such as visual displays, charts and mindmaps.

Evaluation (Post-instruction Stage)

- Design formative assessment to evaluate student achievements over a period of instruction with due attention to balanced coverage of learning targets and objectives, variety of question types and items, and meaningful context for purposeful use of English.
- Work with the school management to develop a reporting system that communicates to stakeholders students' learning performance, including not just their English knowledge and skills, but also their learning attitudes and efforts.
- Analyse various aggregate assessment results to make whether curriculum goals are achieved, and to inform future curriculum planning with a view to progressing student learning.
- Enhance the formal coherence and vertical continuity of school assessment strategies and keep systematically records to track students' learning progress over years.

ASSESSMENT-RELATED RESOURCES

The English Language Education (ELE) Section provides support for schools to develop effective strategies and practices for assessing students. A variety of resources (e.g. references, professional development programme materials, assessment task bank) are available for teachers' use. For details, come visit our website at <http://www.edb.gov.hk/en/assessment>.



Listening Journal

Students choose a text to listen to.

Teachers provide a variety of templates (e.g. Venn diagram, mindmap, fishbone diagram, etc.).

Allow students the opportunities to match the logic and structure of the listening materials to the graphic organisers

Wrap up

Assessment
for Learning –
How to
Answer the
Three Guiding
Questions

Seven Strategies of Formative Assessment

Where am I going?

1. Provide a clear and understandable version of the learning targets.
2. Use examples of strong and weak work.

Where am I now?

3. Offer regular descriptive feedback.
4. Teach students to self-assess and set goals.

How can I close the gap?

5. Use evidence of student learning to determine next steps in teaching
6. Design focused instruction, followed by practice with feedback.
7. Engage students in self-reflection and provide opportunities for them to track and share learning progress.