

# Effective Assessment Practices in the English Language Curriculum –

---

## Teaching and Assessing Listening & Integrated Skills

# Aims

1. To discuss the **role of assessment** in the learning, teaching and assessment cycle;
2. To explore **effective strategies** for implementing **Assessment for and as Learning** to enhance learning and teaching; and
3. To provide hands-on activities on **designing** assessment activities to promote Assessment as Learning.

**Part 1:  
Theories and  
principles of  
assessment**

1. Revisiting some key concepts of assessment
2. Promoting formative assessment in the school English Language Education curriculum

# Effective Assessment Practices – Warm-up activity

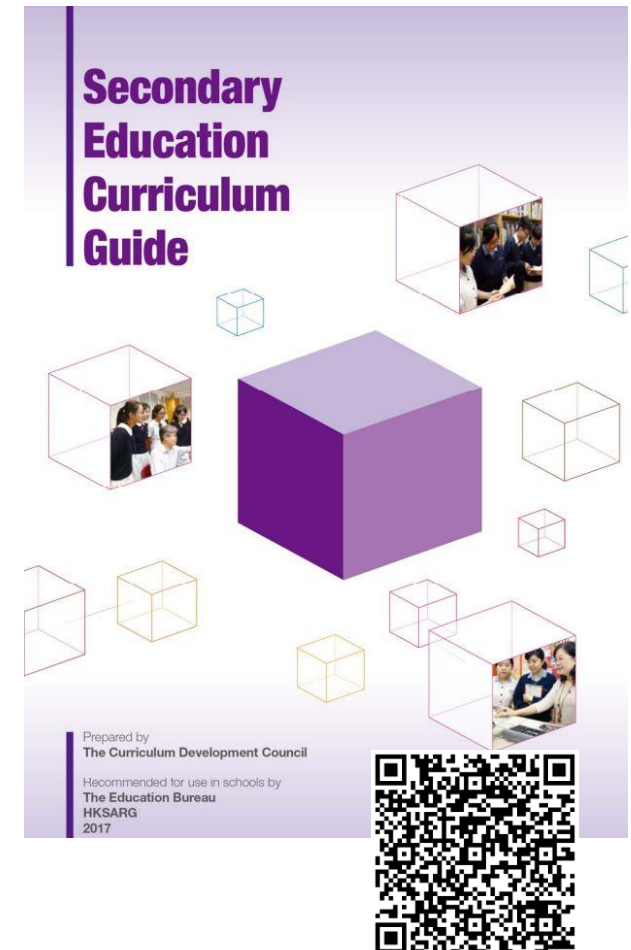
To what extent do you agree with these statements?

1. Assessment serves a variety of purposes, but the prime purpose should be measuring achievement.
2. Despite its benefits, assessment takes time away from learning and teaching.
3. Summative assessment involves the collection of evidence at the end of a teaching unit.
4. Formative assessment should be given more attention and accorded a higher status than summative assessment.

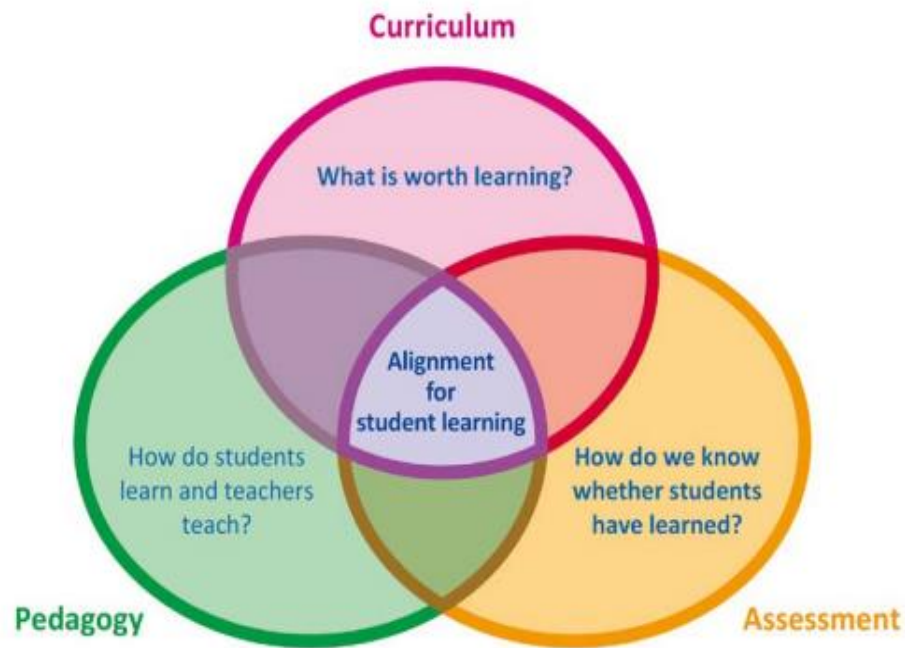


# Effective Assessment Practices – What is assessment?

- Assessment refers to **actions to obtain information about student learning**. It is closely connected with learning and teaching.
- Assessment involves **collecting evidence about student learning, interpreting information and making judgements about students' performance**.
- Depending on its objectives, assessment can function as **assessment of/for/as learning** to achieve different educational purposes.

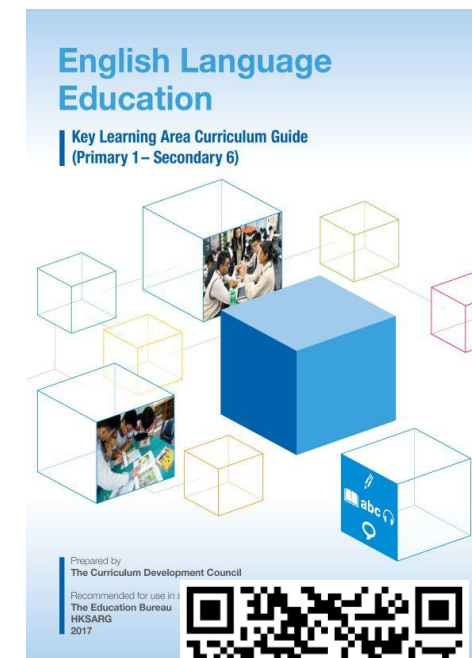


# Effective Assessment Practices – Guiding Principles



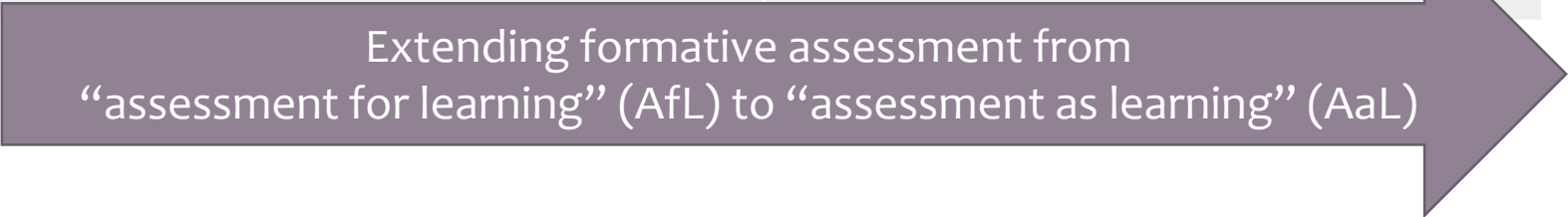
- The prime purpose of assessment should always be **facilitating and improving student learning**.
- It involves making judgment on **BOTH the learning processes and outcomes**.
- It should be **standards/criterion-referenced**, with **appropriate coverage** of learning targets and objectives, generic skills, and proper values and attitudes.
- There should be **diversified modes** of assessment, with a balance between **formative and summative** assessment.

Formative Assessment	Summative Assessment
Focuses on the <b>ongoing evaluation</b> of students' performance and abilities	Focuses on <b>determining achievement/attainment</b> in learning and evaluating students' performance and ability
Often informal and carried <b>out during the learning process</b>	Often undertaken <b>at the end of a period of instruction</b>
Reviews <b>small 'chunks'</b> of learning	Reviews much <b>larger 'chunks'</b> of learning
Improves learning and teaching through... <ul style="list-style-type: none"> <li>• <b>diagnosing students' strengths and learning problems or difficulties</b></li> <li>• providing quick guidance, quality feedback, timely support and enrichment for students</li> <li>• reviewing and adjusting teaching plans and strategies</li> </ul>	Improves learning and teaching through... <ul style="list-style-type: none"> <li>• providing a <b>comprehensive summary</b> of learning achievements and students' performance at that particular point of time</li> <li>• helping teachers check whether the major aspects of the learning targets and objectives have been achieved</li> </ul>



Summative Assessment	Formative Assessment	
Assessment <b>OF</b> Learning	Assessment <b>FOR</b> Learning	Assessment <b>AS</b> Learning
<ul style="list-style-type: none"> <li>• <b>Describe</b> the level students have attained in learning</li> <li>• <b>Gives</b> an overview of the previous learning of students; mainly used for reporting purposes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Integrate</b> assessment into learning and teaching</li> <li>• Assists students to <b>understand</b> what they are learning, what they have attained, and what is expected of them</li> <li>• Helps teachers <b>collect evidence</b> of students' learning</li> </ul>	<ul style="list-style-type: none"> <li>• Engages students in <b>reflecting</b> on and <b>monitoring</b> their progress of learning</li> <li>• Encourages <b>peer</b> assessment and <b>self</b>-reflection</li> </ul>

Extending formative assessment from “assessment for learning” (AfL) to “assessment as learning” (AaL)





## Self-directed lifelong English learners

**AaL** occurs when students are engaged as active participants in assessment. They **monitor** their learning progress and use **feedback** received to **reflect** on learning and set goals.

Assessment as Learning

Ownership & responsibility

Self-monitoring

Self-reflection

Metacognition

Growth mindset

Motivation

Confidence

Assessment for Learning

**AfL** occurs when teachers use information about student learning to inform teaching and provide **feedback** to students.



Your writing is disorganised and full of grammatical errors. Check carefully before submitting your work!

Your writing is much weaker than the rest of the class. You are far behind your classmates.

This is sloppy work and a very bad effort.

Do more past exam papers.

You do not have the talent for studying English.

## What counts as **QUALITY** feedback?

### It should be...

**informative in nature**

Clearly **identify areas of strengths and weaknesses**, and point out explicitly **how students could make improvement**

**positive and constructive**

**Enhance students' motivation** (e.g. by highlighting areas where they have shown improvement)

**unthreatening**

**Focus on the work/performance of the student** rather than making comparisons with others

**dynamic and adaptable**

**Allow exchange of ideas**, both among students and between teachers and students

**timely**

**Be prompt** as any delay in providing feedback would diminish its value to students



# Promoting Formative Assessment in the School English Language Curriculum

Setting assessment objectives to facilitate progressive development of language skills

WHAT

Adopting diversified modes of formative assessment

HOW

Using summative assessment formatively

WHEN

# Promoting Formative Assessment in the School English Language Curriculum

Setting assessment objectives to facilitate progressive development of language skills

WHAT

Adopting diversified modes of formative assessment

HOW

Using summative assessment formatively

WHEN



# Promoting Formative Assessment (1) – Setting Clear Assessment Objectives

- Identify what students need to learn, **set clear learning objectives and assessment criteria**; present them in **student-friendly language** and accessible formats
- **Involve students** in establishing assessment criteria where appropriate to give them a sense of ownership (AfL → AaL)
- **Align learning, teaching and assessment** (e.g. by illustrating the task requirements and expected standards with sample work)
- Make the learning focus and intention **clear and visible** throughout the module/unit

# Setting Clear Assessment Objectives – Example (Writing)

What level-specific assessment objectives would you set for this question?

S4

S5

S6

HKDSE 2021 Paper 2 (B7)

# Setting Clear Assessment Objectives – Example (Writing)

## Task-specific assessment criteria for S2

### Assessment rubric

Score Level	Content	Language	Organisation	Features
4	<input type="checkbox"/> All relevant content <input type="checkbox"/> Ideas expressed effectively/clearly	<input type="checkbox"/> Uses a good range of vocabulary and language patterns <input type="checkbox"/> Very few or no errors in grammar, spelling, punctuation and capitalisation		
3	<input type="checkbox"/> Most or all relevant content <input type="checkbox"/> Ideas related to the topic with details	<input type="checkbox"/> Uses a range of vocabulary and language patterns <input type="checkbox"/> A few minor errors in grammar, spelling, punctuation and capitalisation		
2	<input type="checkbox"/> Some relevant content <input type="checkbox"/> Some ideas expressed with details	<input type="checkbox"/> Uses familiar vocabulary and simple language patterns <input type="checkbox"/> Some errors in grammar, spelling, punctuation and capitalisation which do not affect meaning	<input type="checkbox"/> Paragraphs developed with supporting details/description <input type="checkbox"/> Coherent links within/between paragraphs and effective use of connectives	<input type="checkbox"/> Features generally used correctly (story plot and direct speech)
1	<input type="checkbox"/> Content limited/some relevance to the topic <input type="checkbox"/> Ideas lack details	<input type="checkbox"/> Uses a limited range of vocabulary and language patterns <input type="checkbox"/> Many errors in grammar, spelling, punctuation and capitalisation which affect meaning	<input type="checkbox"/> Paragraphs generally developed based on prompts <input type="checkbox"/> Use of simple connectives and sequencers (and, but, first, then, etc)	<input type="checkbox"/> Some basic features used (story plot and direct speech)
0	<input type="checkbox"/> Content undeveloped <input type="checkbox"/> Irrelevant ideas	<input type="checkbox"/> Uses few or no language patterns <input type="checkbox"/> Numerous errors in grammar, spelling, punctuation and capitalisation which affect meaning	<input type="checkbox"/> Paragraphs lack organisation/details <input type="checkbox"/> Scattered ideas with few connectives <input type="checkbox"/> Incomprehensible	<input type="checkbox"/> Basic features not evident

translated to

Student-friendly language for their self-assessment

### Self-assessment (Story writing)

I have included:

- a problem/conflict
- a story climax
- a satisfactory ending to my story
- sentences using direct speech

# Setting Clear Assessment Objectives – Learning Progression Framework (LPF)

- Provides a common scale and language for teachers to describe students' performance and progress in English Language learning
- Consists of different levels of learning outcomes and descriptors about progressive development of language skills
- Includes eight Attainment Milestones (ATMs) for each of the four language skills



## Reading Skills

### The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)

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 and using information from texts to access short explicit texts using some reading strategies as appropriate.	Understanding and using information from texts and inferring a small range of implicit meanings using some reading strategies as appropriate.	Understanding and using information from texts and inferring a small range of implicit meanings using some reading strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some reading strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some reading strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some reading strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some reading strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some reading strategies as appropriate.

#### Underlying Principles

- 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.
- Teachers are expected to employ different types and reading processes, reading for analysis and development, reading for pleasure in preparation for real life applications.
- The development of a wide range of texts of appropriate lengths and different genres, including authentic materials, is essential to the development of reading skills and strategies (e.g., reading for specific information, skimming for gist, using context clues) as well as learners' awareness of different cultures.
- The teacher/teacher trainee and trainee is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding of the texts. In particular, task design should be based on the complexity of the reading skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to address learner difficulties.
- Teacher support is essential to help learners understand the text and describe their understanding during the learning and teaching process. Teachers are also expected to help learners develop their prior knowledge and experience for the process of learning with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

ATM - Assessment Milestone

© English Language Education Section, Curriculum Development Institute, Education Bureau, The Hong Kong Special Administrative Region, 2016. All rights reserved.

## Listening Skills

### 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 and using information from texts to access short explicit texts using some listening strategies as appropriate.	Understanding and using information from texts and inferring a small range of implicit meanings using some listening strategies as appropriate.	Understanding and using information from texts and inferring a small range of implicit meanings using some listening strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some listening strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some listening strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some listening strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some listening strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some listening strategies as appropriate.

#### Underlying Principles

- 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.
- Teachers are expected to employ a variety of strategies and listening processes (e.g., listening for academic development, listening for authentic communication, listening for enjoyment) for preparation for real life applications.
- Selection of a wide range of texts of appropriate lengths and different genres, including authentic materials, is essential to the development of listening skills and strategies (e.g., listening for specific information, skimming for gist, using context clues) as well as learners' awareness of different cultures.
- The development of texts that include dialogues (e.g., audio) and audio-visual materials (e.g., video) is essential to the development of listening skills and strategies. In particular, task design should be based on the complexity of the listening skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to address learner difficulties.
- Teacher support is essential to help learners understand the text and describe their understanding during the learning and teaching process. Teachers are also expected to help learners develop their prior knowledge and experience for the process of learning with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

ATM - Assessment Milestone

© English Language Education Section, Curriculum Development Institute, Education Bureau, The Hong Kong Special Administrative Region, 2016. All rights reserved.

# THE LEARNING PROGRESSION FRAMEWORK (LPF) ENGLISH LANGUAGE

## Writing Skills

### The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)

Writing - ATM 1	Writing - ATM 2	Writing - ATM 3	Writing - ATM 4	Writing - ATM 5	Writing - ATM 6	Writing - ATM 7	Writing - ATM 8
Understanding and using information from texts to access short explicit texts using some writing strategies as appropriate.	Understanding and using information from texts and inferring a small range of implicit meanings using some writing strategies as appropriate.	Understanding and using information from texts and inferring a small range of implicit meanings using some writing strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some writing strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some writing strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some writing strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some writing strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some writing strategies as appropriate.

#### Underlying Principles

- 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.
- The development of a wide range of texts of appropriate lengths and different genres, including authentic materials, is essential to the development of writing skills and strategies (e.g., writing for specific information, skimming for gist, using context clues) as well as learners' awareness of different cultures.
- The development of texts that include dialogues (e.g., audio) and audio-visual materials (e.g., video) is essential to the development of writing skills and strategies. In particular, task design should be based on the complexity of the writing skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to address learner difficulties.
- Teacher support is essential to help learners understand the text and describe their understanding during the learning and teaching process. Teachers are also expected to help learners develop their prior knowledge and experience for the process of learning with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

ATM - Assessment Milestone

© English Language Education Section, Curriculum Development Institute, Education Bureau, The Hong Kong Special Administrative Region, 2016. All rights reserved.

## Speaking Skills

### 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
Understanding and using information from texts to access short explicit texts using some speaking strategies as appropriate.	Understanding and using information from texts and inferring a small range of implicit meanings using some speaking strategies as appropriate.	Understanding and using information from texts and inferring a small range of implicit meanings using some speaking strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some speaking strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some speaking strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some speaking strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some speaking strategies as appropriate.	Understanding and using information from texts and inferring a range of implicit meanings using some speaking strategies as appropriate.

#### Underlying Principles

- 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.
- The development of a wide range of texts of appropriate lengths and different genres, including authentic materials, is essential to the development of speaking skills and strategies (e.g., speaking for specific information, skimming for gist, using context clues) as well as learners' awareness of different cultures.
- The development of texts that include dialogues (e.g., audio) and audio-visual materials (e.g., video) is essential to the development of speaking skills and strategies. In particular, task design should be based on the complexity of the speaking skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to address learner difficulties.
- Teacher support is essential to help learners understand the text and describe their understanding during the learning and teaching process. Teachers are also expected to help learners develop their prior knowledge and experience for the process of learning with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence.
- Appropriate speaking activities, such as role-play, are essential to the development of speaking skills and strategies. Teachers are also expected to help learners develop their prior knowledge and experience for the process of learning with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

ATM - Assessment Milestone

© English Language Education Section, Curriculum Development Institute, Education Bureau, The Hong Kong Special Administrative Region, 2016. All rights reserved.



## The LPF helps inform ...



levels of listening abilities of  
students



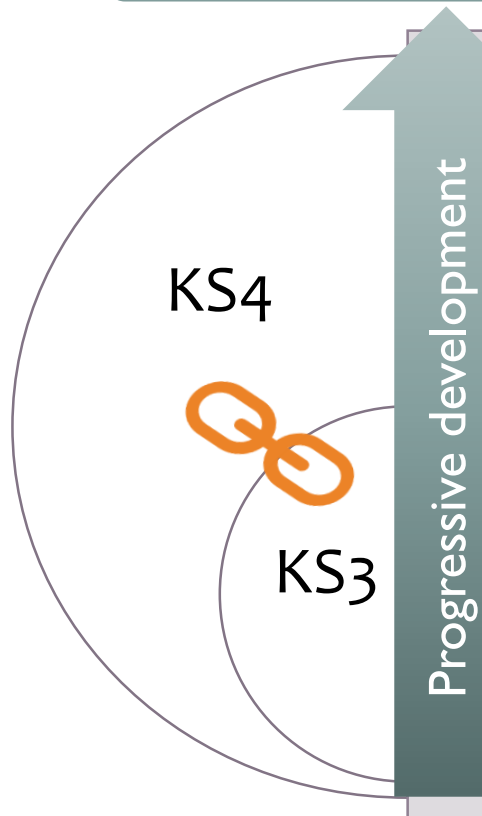
feedback for students



learning goals for students

# Setting Clear Assessment Objectives – Enhancing Vertical Coherence of the Curriculum

How could we help students develop these skills progressively?



The diagram illustrates the progression of skills from Key Stage 3 (KS3) to Key Stage 4 (KS4). A vertical arrow labeled 'Progressive development' points upwards from the KS3 level to the KS4 level. An orange chain link icon is positioned between the two levels, symbolizing the connection and progression of skills. The table below details the specific skills for each level across three columns of assessment objectives.

KS4	Identify relevant information from the data file (with distractors given across texts)	Compare and evaluate information given in graphs, charts, tables	Deduce information by using semantic and syntactic clues
	Identify relevant information from the data file (with distractors given in the same text)	Describe relevant information (e.g. the highest and lowest figures) given in tables and pie charts	Extract specific information by using knowledge of text structures
KS3	Distinguish what is relevant from what is irrelevant in a given text	Turn relevant information given in graphics into meaningful phrases	Extract specific information in texts by identifying relevant meaningful chunks

# Promoting Formative Assessment in the School English Language Curriculum

Setting assessment objectives to facilitate progressive development of language skills

WHAT

Adopting diversified modes of formative assessment

HOW

Using summative assessment formatively

WHEN



## Promoting Formative Assessment (2) – Adopting Diversified Modes of Assessment

- Design a variety of assessment tasks to allow students of different language proficiency 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 (→ catering for learner diversity)
- Incorporate the use of e-assessment platforms (e.g. Student Assessment Repository (STAR)) to cater for learner diversity and facilitate self-directed learning

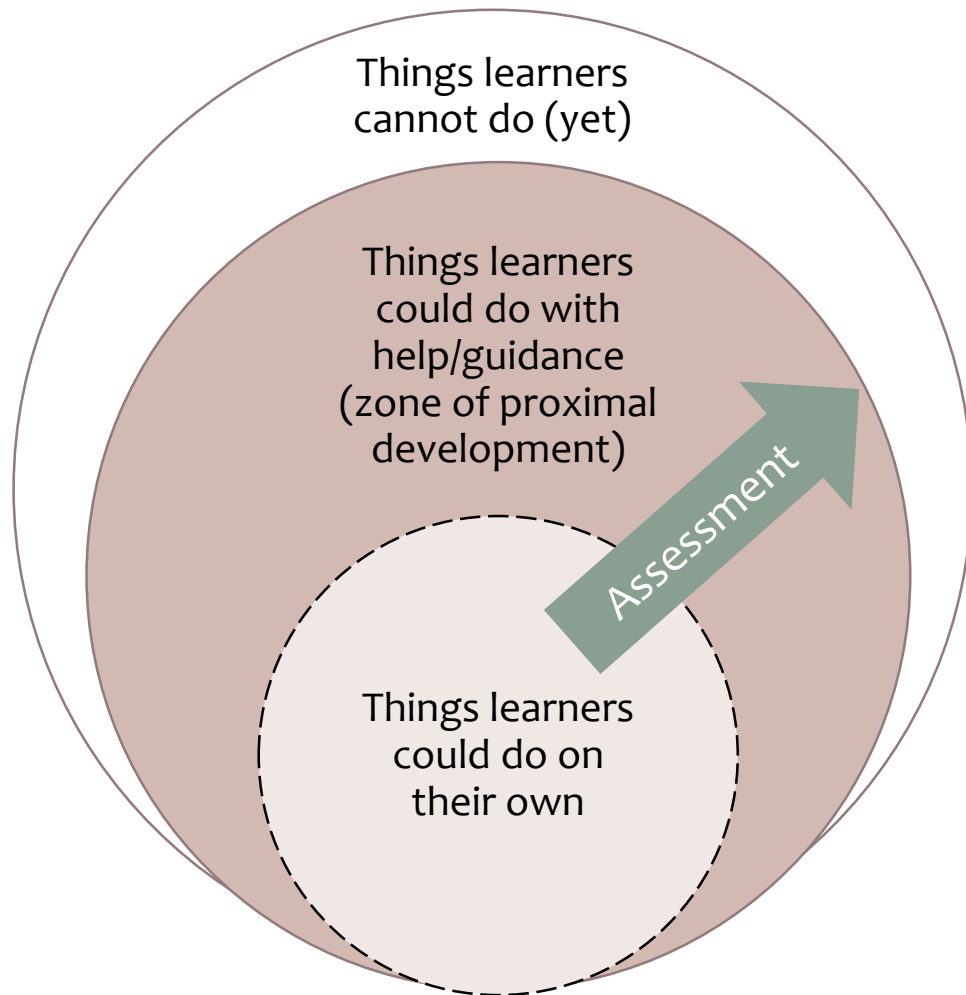


What assessment tasks do you usually use in your own classroom? Why?

# Adopting Diversified Modes of Assessment – Some common modes of formative assessment

Performance tasks	Projects	Process writing
<ul style="list-style-type: none"> <li>Entail the <u>application of language knowledge for a communicative purpose</u> specific to a given context, and are set on the basis of specific performance criteria</li> <li>Take a variety of forms, be it <u>linguistic</u> (e.g. producing a radio drama, doing a role play), or <u>non-linguistic</u> (e.g. drawing the setting for a story, making a dish following a recipe)</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for students to demonstrate progress in the development of <u>knowledge, skills, values and attitudes</u> (e.g. confidence in using English, keenness to participate in activities)</li> </ul>	<ul style="list-style-type: none"> <li>Comprise <u>recursive stages of planning, drafting, and finalising</u></li> <li>Enable students to receive feedback and improve their drafts based on global concerns (i.e. ideas and organisation) and local concerns (i.e. on language and style)</li> </ul>

# Adopting Diversified Modes of Assessment – Scaffolding Learning through Assessment



Supporting students to progress through the zone of proximal development:

- Using evidence of student learning needs to determine next steps in teaching
- Empowering students to take charge of their own learning to foster self-directed learners (e.g. through quality feedback, and engaging students in goal setting and self-monitoring)

# Promoting Formative Assessment in the School English Language Curriculum

Setting assessment objectives to facilitate progressive development of language skills

WHAT

Adopting diversified modes of formative assessment

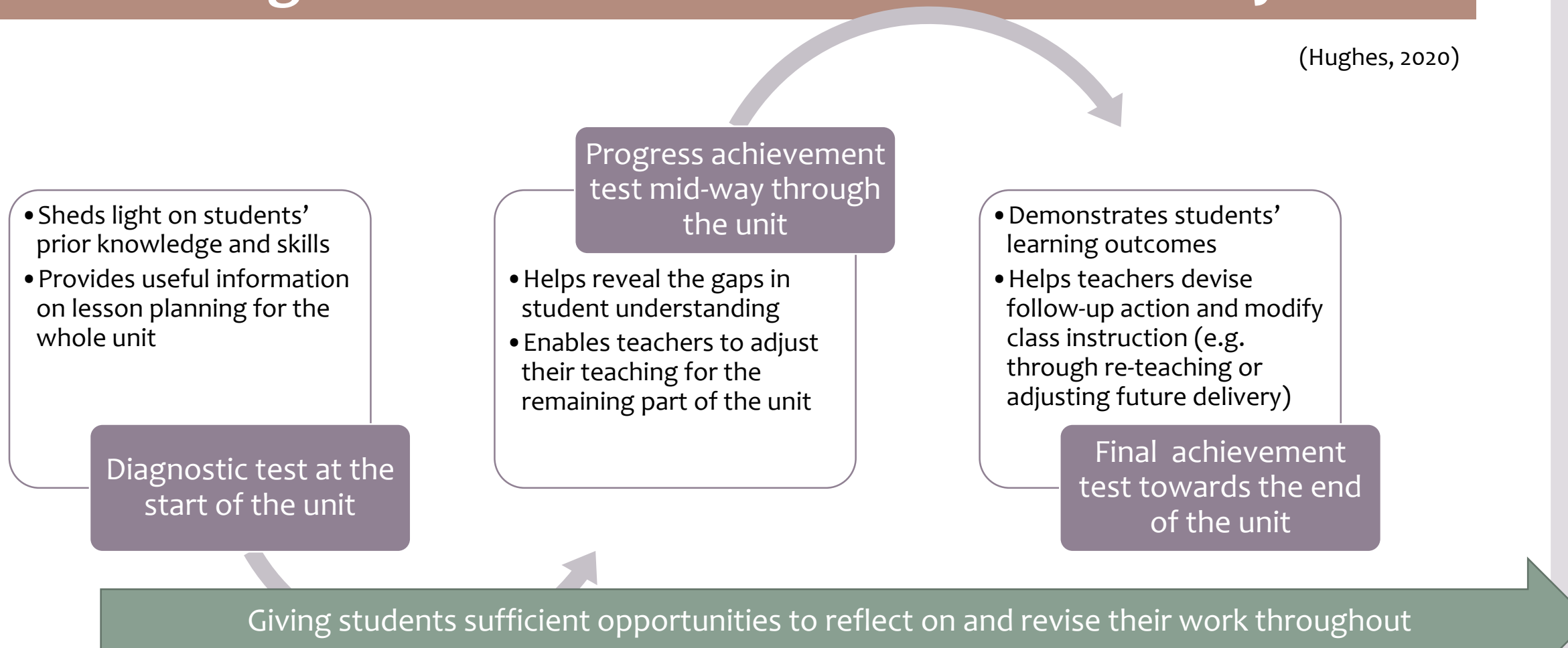
HOW

Using summative assessment formatively

WHEN

# Promoting Formative Assessment (3) – Using Summative Assessment Formatively

(Hughes, 2020)



# Promoting Formative Assessment in the School English Language Curriculum

Setting assessment objectives to facilitate progressive development of language skills

WHAT

Adopting diversified modes of formative assessment

HOW

Using summative assessment formatively

WHEN

**Part 2:  
Teaching and  
Assessing  
Listening Skills**

**What is Listening?**

**Designing Effective  
Learning and Teaching  
Activities**

# What is Listening?





# Listening as a Process



Hearing/  
Receiving



Understanding/  
Attending



Remembering/  
Perceiving



Evaluating/  
Interpreting



Feedback/  
Responding

	<b>Main characteristics</b>	<b>Factors of interest</b>
<b>Listener factors</b>	Listener	Working memory, L2 proficiency, exposure to L2, metacognitive strategies, anxiety
<b>Text factors</b>	Passage	Authenticity, length, complexity, type and organization, auditory features
<b>Task factors</b>	Test-taking conditions	Time limits, number and control over hearings, note-taking

(Bloomfield et. al, 2010)

**Listener  
factors**



**Text factors**



**Task factors**

**What examples of factors  
can you think of in each  
category?**



## Listener factors

- World knowledge
- English learning experience
- English knowledge
  - Vocabulary
  - Grammar
- Short term memory
- Metacognitive strategies
- Psychological factors
  - Anxiety
  - Confidence



## Text factors

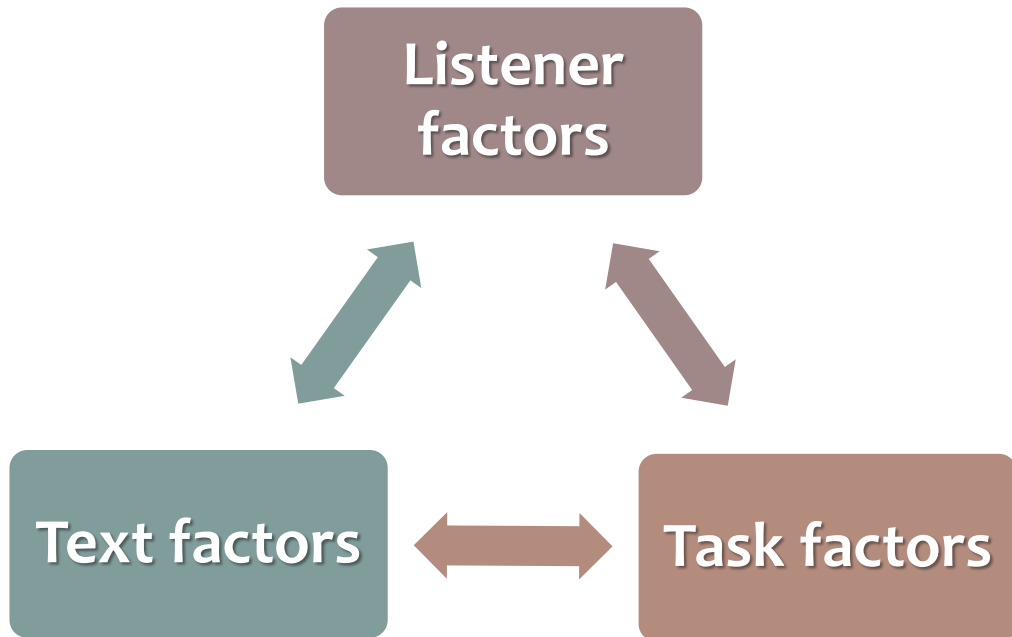
- Length
- Load of information
- Repetition of information
- Linguistic features
- Use of discourse markers
- Choice of words
- Implied meanings
- Accent
- Hesitations and pauses
- Speed



## Task factors

- Time limit
- Number of times played
- Multiple skills tested
  - Note-taking
- Listening skills, e.g.  
Listening for:
  - specific information
  - main ideas
  - views and attitudes
  - inferred meanings
- Question types, e.g.
  - MCQ
  - Short answer
  - Blank filling
  - Long answer

## The factors framework helps inform ...



teachers' diagnosis



students' reflection



learning goals for students



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

- ✓ The factors framework
- ✓ The LPF / STAR

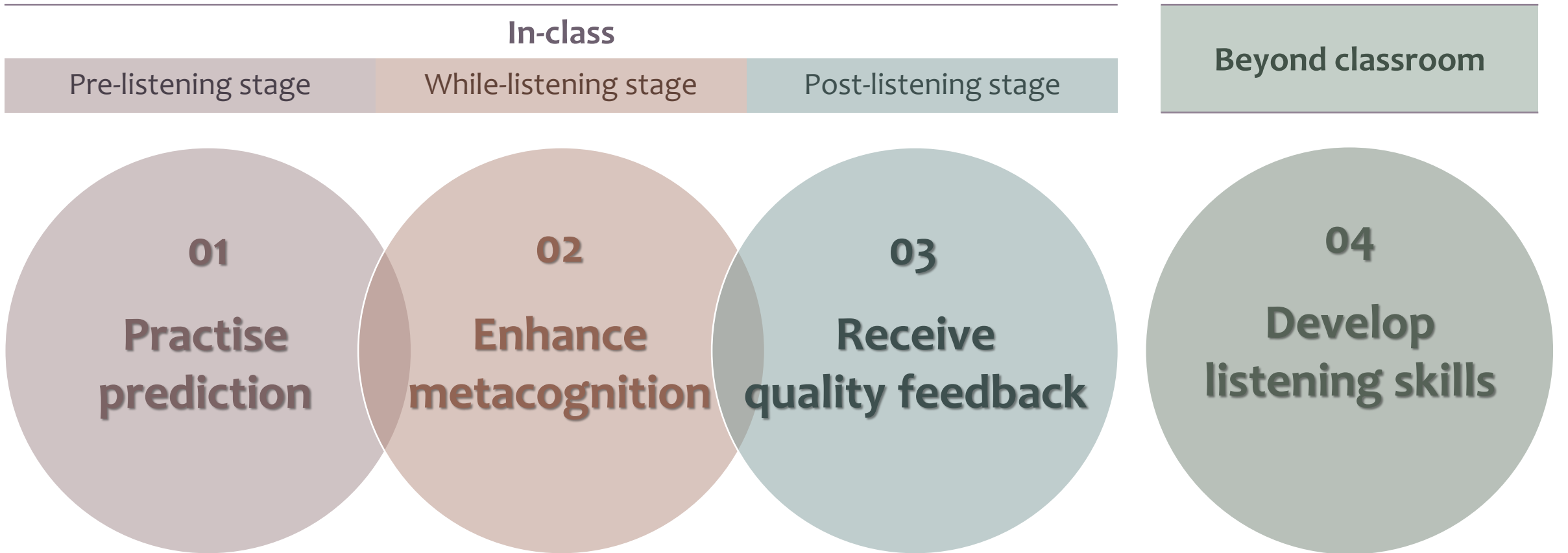
- ✓ The factors framework
- ✓ The LPF / STAR



# Designing effective learning and teaching activities



# Effective learning and teaching activities should provide opportunities for students to:



**01**

# **Practising prediction**



**What is prediction?**

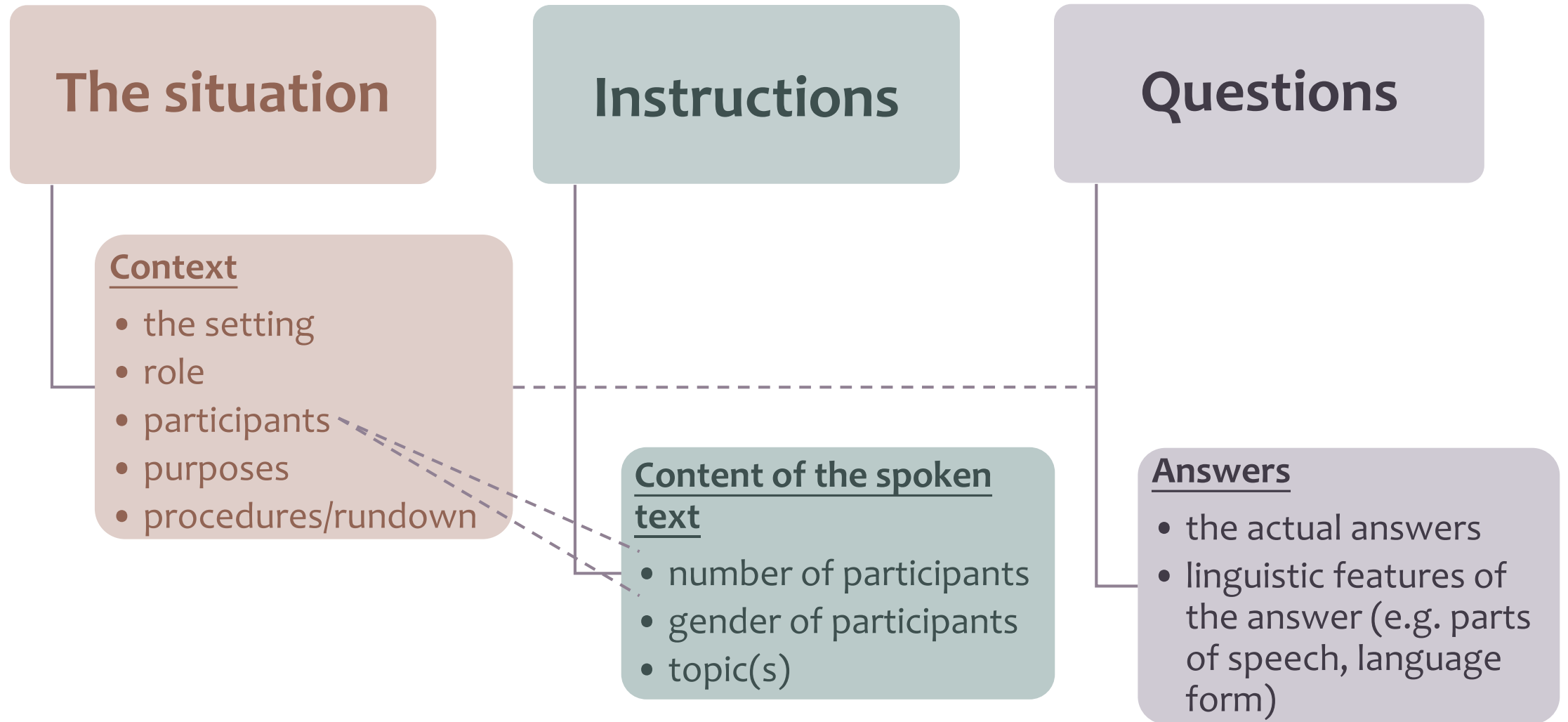


**How do we predict?**



**How to enable students to  
make better predictions?**

# Prediction – an analysis



## 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

## Top-down strategies

Interpreting meaning through the use of background knowledge

- previous knowledge of the situation, context, and topic

Meaning

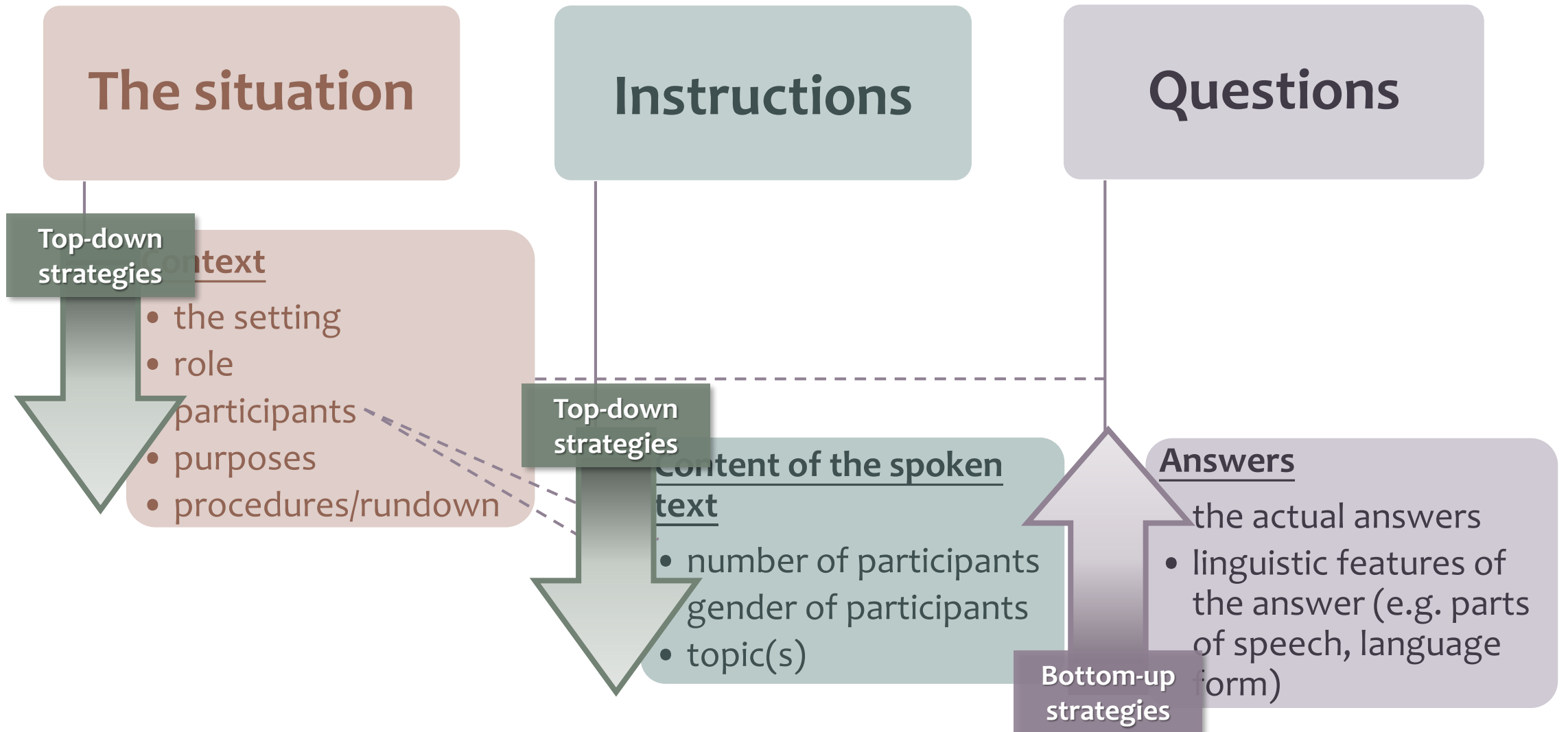
## Bottom-up strategies

Interpreting meaning through

- decoding the sounds of a language into words, clauses, sentences, etc; and

Language

# Prediction – an analysis

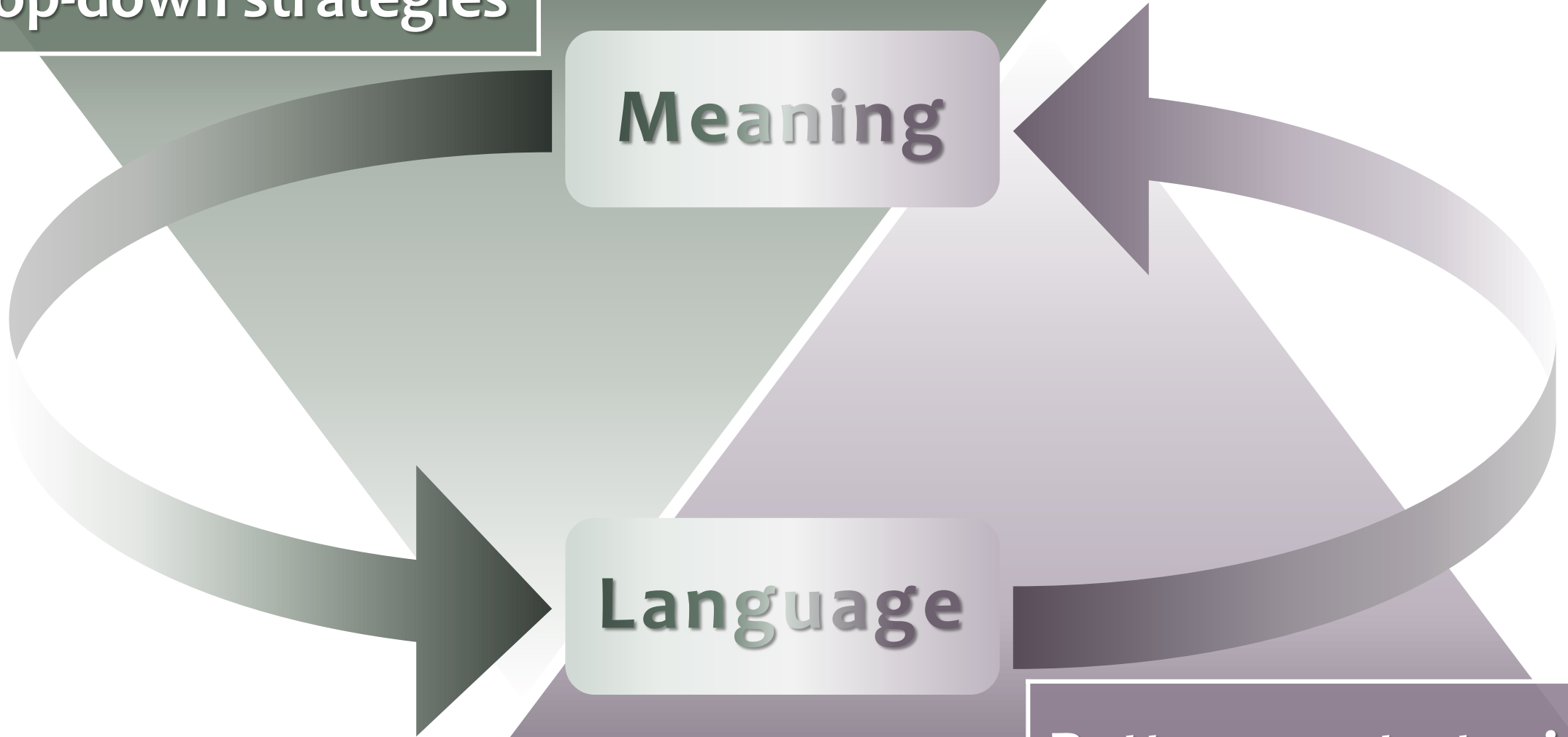


**Top-down strategies**

**Meaning**

**Language**

**Bottom-up strategies**





# Suggested learning and teaching activities on prediction

## 1 — Priming

- Provide **topical input** on the background
- Teach **vocabulary** and **language features** relevant to the text

## 2 — Brainstorming

Ask students to think of:

- **vocabulary** & **ideas** about the topic
- **questions**
- things they already **knew** & things they **would like to know**

## 3 — Simulation

- **Role-play** the conversation based on the given clues (e.g. the form, interview questions)
- Read part(s) of the **tapescript** (e.g. first few lines, lines of one of the speakers) and predict the exchanges in the conversation

01

# Prediction



What is prediction?

An **analysis** of the situation and given clues about the **context**, **content** and **answers** of the conversation



How do we predict?

- ❖ **Top-down** strategies
- ❖ **Bottom-up** strategies



How to enable students to make better predictions?

- ❖ Activating **schematic knowledge**
- ❖ Heightening **linguistic awareness**

**02**

# Enhancing metacognition



**What is metacognition?**

- A Hands-on Task



**How to enhance metacognition?**

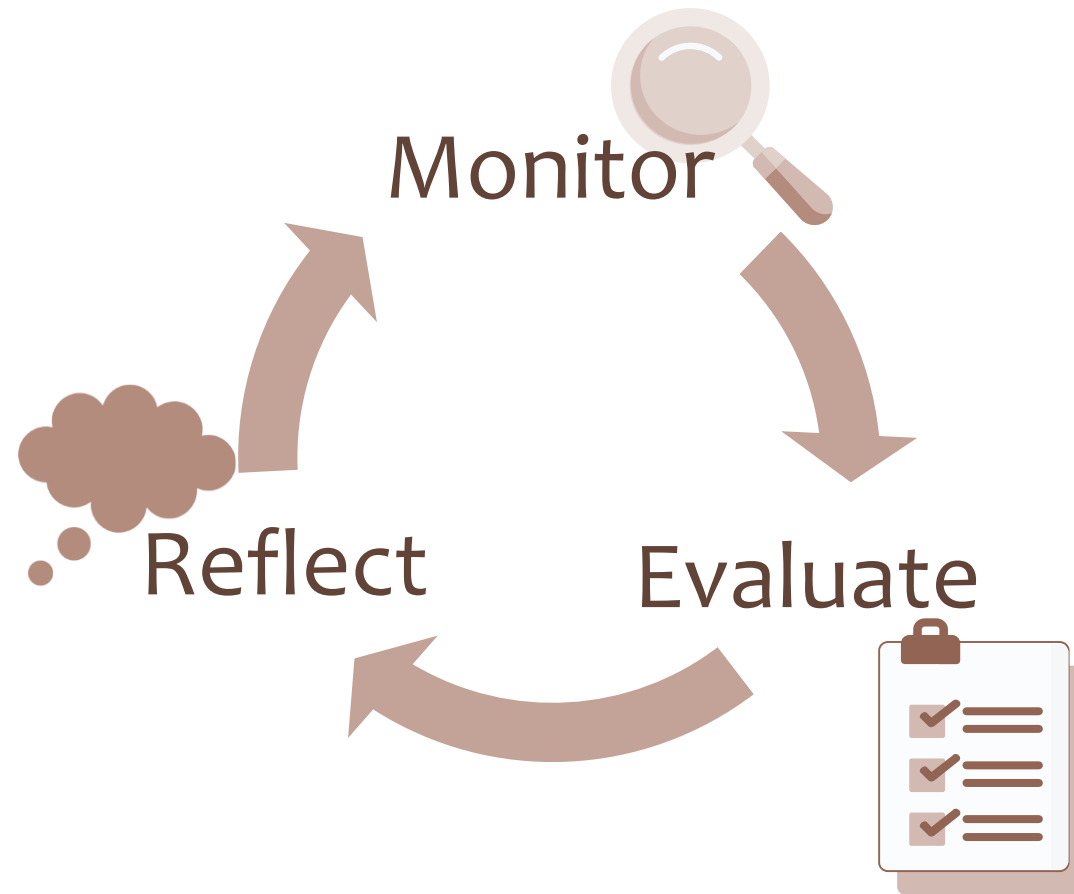
- Note-taking
- Metacognitive strategies
- Reflection

# Metacognition is thinking about thinking.

That is, the

- awareness,
- control,
- knowledge and
- understanding

of our thinking particularly when we learn.



**≈ Self-directed Learning Cycle**

# Researchers conclude that ...

**1**

**Learning is a skill (i.e. metacognition).**

**2**

**Enhancing metacognition helps us learn better and improve intelligence.**

# We can enhance metacognition through ...

**1** enhancing **students' awareness** of their thinking

**2** developing **students' ability to control** their thinking

**3** expanding **students' knowledge** of their thinking

**4** deepening **students' understanding** of their thinking

# How to enhance metacognition?

**01**

Developing  
note-taking skills

**02**

Teaching  
metacognitive  
strategies

**03**

Reflection



# 2023 Part A Task 4

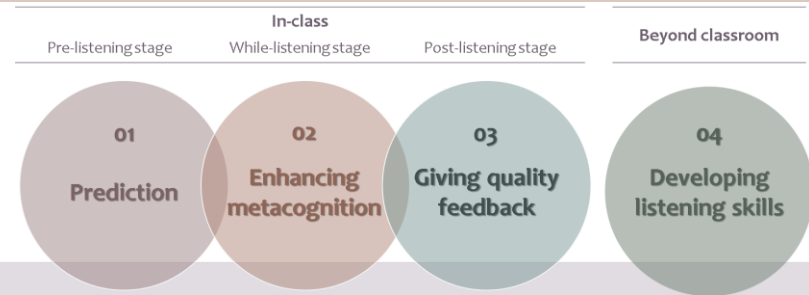
## Questions 47-53

What challenges did you encounter while completing the task?

- |   |                         |
|---|-------------------------|
| ➤ high speed  | <b>Text factor</b>      |
| ➤ high density of information                               |                         |
| ➤ sound track played once only                              | <b>Task factors</b>     |
| ➤ lack of prior knowledge (completing the latter part only) |                         |
| ➤ loss of concentration/got distracted                      |                         |
| ➤ got stuck   | <b>Listener factors</b> |
| ➤ pressure  |                         |

What did you do to help yourself complete the task?

- |  |    |
|--|----|
| ➤ predicted content and vocabulary of the recording  | 01 |
| ➤ predicted answers of the questions   |    |
| ➤ took notes while listening   |    |
| ➤ jotted down answers in abbreviation and tidied up after listening  | 02 |
| ➤ identified main ideas and elaborations and selected the key information  |    |
| ➤ paid attention to signposting words (e.g. connectives, the first, second, third, like, such as, no matter, then) to locate answers | 04 |
| ➤ looked for repetitions to locate answers   |    |
| ➤ moved on even certain answers missed   | 02 |



# Note-taking

## ➤ Different formats:

➤ Linear: outline

➤ Pattern: boxes, charts, maps, mind maps, concept maps

# Note-taking skills

# Note-taking skills 2.0

## While completing a listening task

## In other occasions (e.g. in lessons, during revision)

- Symbols: & ∴ → △ @
- Abbreviations: w/ vs w/o b4 tho 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>
- Acronyms: HK WHO ASAP
- Bullet points: ! ✓ ↵
- Number points: 1/2/3 i/ii/iii a/b/c

- Use **highlights** to emphasise key points
- Use colour coding system, e.g. **main points**, **supporting details**, **examples**
- Leave areas of space for additional notes
- Use different *fonts* for different sections

**1**

**Make more  
cognitive  
connections**

**2**

**Improve  
concentration**

**Note-taking  
and  
Metacognition**

**3**

**Enhance  
retention of  
ideas and  
concepts**

**4**

**Facilitate  
reflection**

# 01

## Developing note-taking skills

Develop note-taking skills

Establish a personal note-taking system and a habit of taking notes

Become an active listener and a reflective self-directed learner

# Suggested learning and teaching activities on developing note-taking skills

## 1 — Teaching

- Explore different **note-taking styles** and **formats**
- Teach **note-taking skills** explicitly
- Encourage peer assessment and share and display **good works**

## 2 — Monitoring

- Ask students to keep a **notebook** and/or an English lesson **class diary**
- Assign **classwork/homework** that requires students to take notes (e.g. **lesson preparation, listening journal**)

# How to enhance metacognition?

**01**

Developing  
note-taking skills

**02**

Teaching  
metacognitive  
strategies

**03**

Reflection

# Some common metacognitive strategies

**Directed  
attention**

**Noticing  
repetitions**

**Visualisation**

**Inferencing**

**Maintaining  
interest**

**Positive self-talk**

Goh & Taib (2006)



# Some common metacognitive strategies

“I concentrate when the speaker is fast and ignore distractions.”

“Take note if there are repetitions – this could mean that the point repeated is being emphasised and that is very important.”

“Pictures and mental maps appear in my head when I listen to the text.”

“Sometimes if too difficult words appear, I try to guess the meaning of the word so as not to be worried.”

“If you ever encounter a passage you find boring, you still concentrate. You could connect it to something which you’ve experienced but not too much as that might lead to daydreaming.”

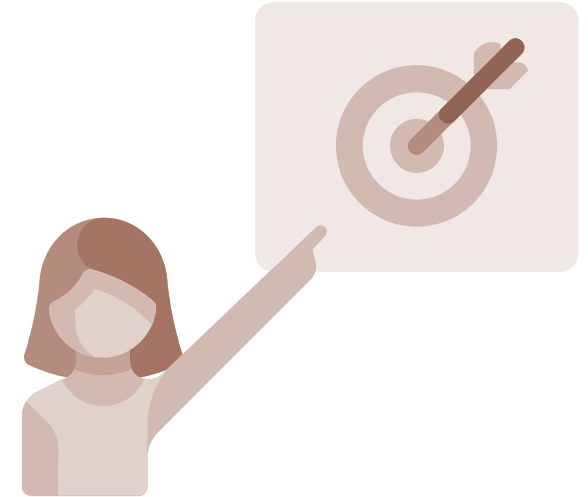
“Psycho myself, talk and comfort myself to get rid of negative feeling.”

Goh & Taib (2006)

# Suggested learning and teaching activities on teaching metacognitive strategies

## 1 — Teaching & Modelling

- a. Focus on **a particular skill/question** (e.g. listening for and organise specific information using graphic form) and **explain** how to answer the question
- b. **Verbalise** the thinking process while completing the question – “**think aloud**”



**03**

# **Giving quality feedback**



**Engaging students in reflection**



**Giving focused feedback**

# Usual practices...

**01**


Check answers

**02**

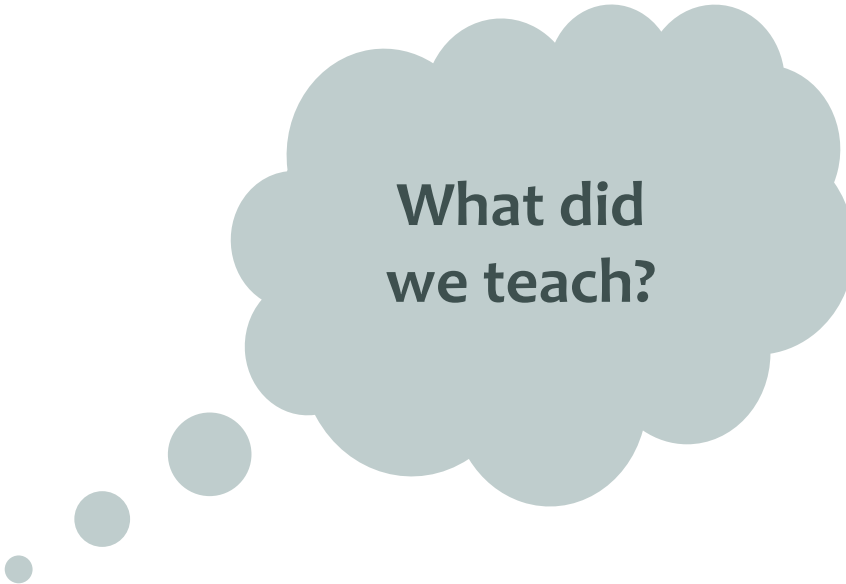
Ask students what  
went wrong

**03**

Identify common  
mistakes and  
elaborate on them  
with reference to  
the markers'  
report, if any



**What did  
students learn?**



**What did  
we teach?**



## Individual

- raise students' metacognitive awareness with immediate retrospection
- help students develop a habit of evaluation on their mental processes

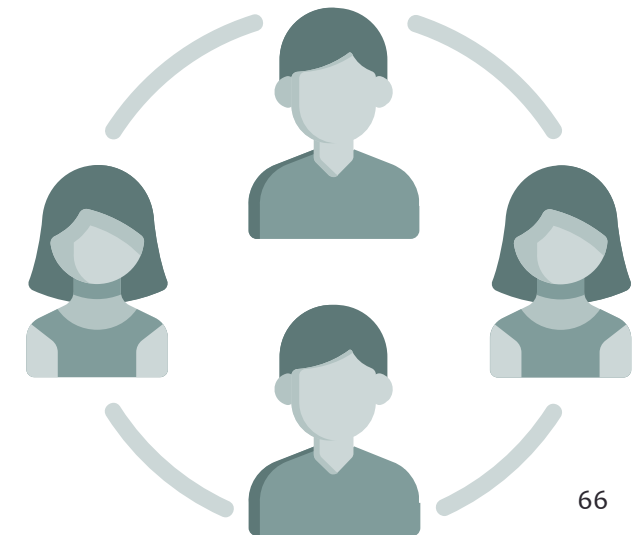
## For teachers

- identify students' strengths & weaknesses
- gain an understanding of students' ability

# Reflections

## Self-report & discussions

- promote collaborative learning



Reflection questions	Purposes
○ What were you listening to?	➤ to confirm comprehension
○ What helped you understand the text?	➤ to elicit task knowledge <sup>1</sup>
○ 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 <sup>2</sup>

Goh & Taib (2006)

<sup>1</sup> Task knowledge refers to factors affecting listening.

<sup>2</sup> Strategy knowledge refers to methods attempted to gain comprehension of listening.

# Suggested learning & teaching activities on reflection

## 1 — Wrappers

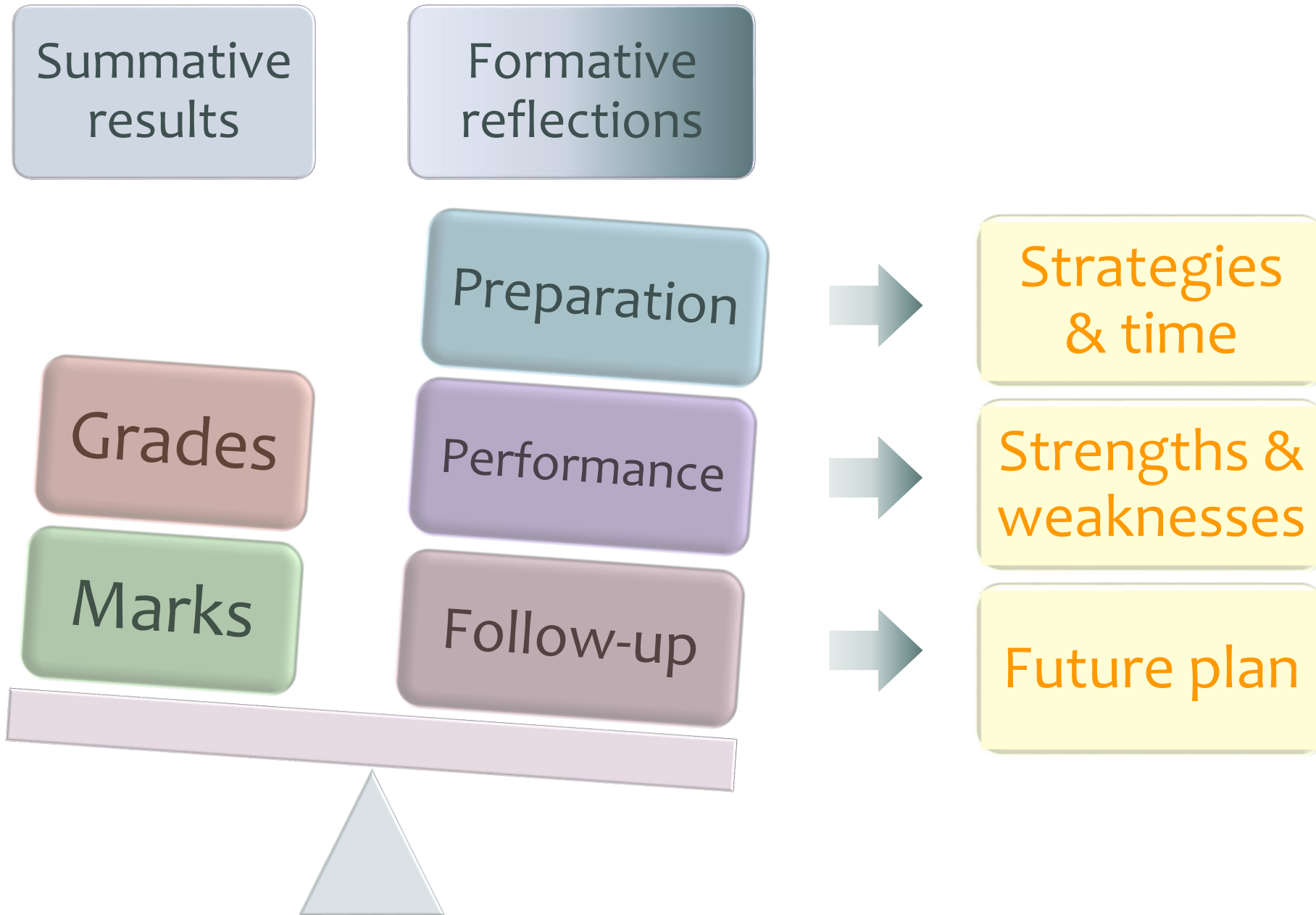
- ✓ a task/an assignment/an exam wrapper
- ✓ help students **self-monitor** their own learning
- ✓ **foster** students' **metacognition**
- ✓ help students become **self-directed learners**

Preparation

Performance

Follow-up





# Suggested learning & teaching activities on answer-checking

## 1 — Using tapescript

In groups,

- ✓ ask students to **locate** answers in the tapescript
- ✓ come up with a **marking scheme**
- ✓ explain the **criteria**
- ✓ students in other groups **comment** and **give feedback**
- ✓ **co-construct** a complete marking scheme and **compare** with the original one

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



# **Focused feedback & follow-up**

Prepare materials/ learning activities that help interpret the answer (e.g. a list of question words, videos, tapescript, markers' report)

Focus on one skill/ question or two

Prepare before lessons

**Giving  
Focused  
Feedback**

# 2022 Paper 3A Task 4 Q41

We can look at the ...

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

# 2022 Paper 3A Task 4 Q41

- ✓ question → providing a method/way: using gerund (-ing)
- ✓ a longer answer with two parts of answer or more required
- ✓ answer → end up = go to

# 2022 Paper 3A Task 4 Q41

After analysing the ...

- ✓ question
- ✓ answer
- ✓ markers' report

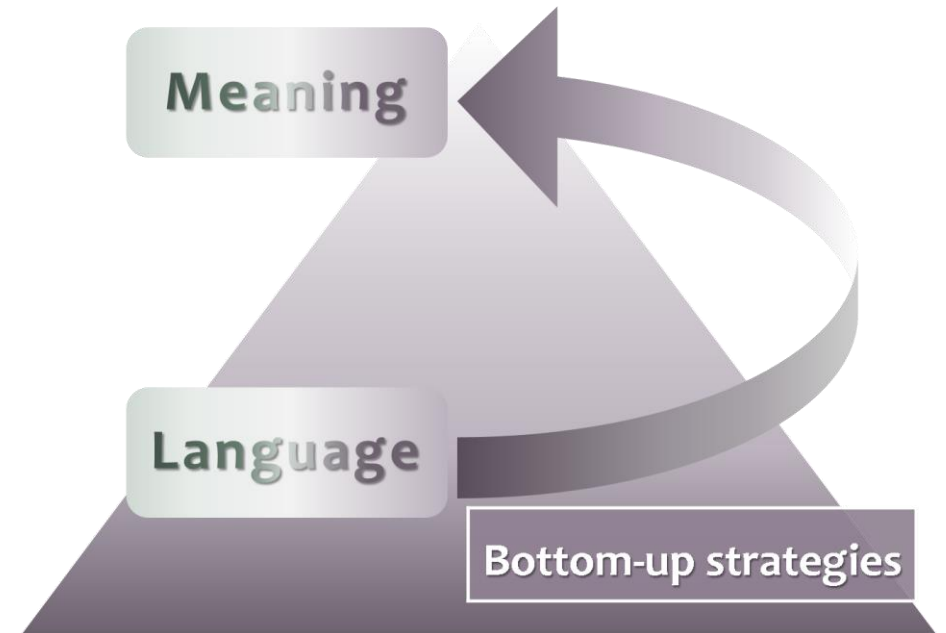
we know that students may need to know ...

- the parts of speech of the answer
- that the answer requires two key concepts



# Excerpt of the tapescript

Using **bottom-up processing**, we can break it down into its components. This is referred to as “**chunking**”.



# 2022 Paper 3A Task 4 Q41

When we look at the ...

✓ question

→

Task factors

+

Listener factors

✓ answer

→

Task factors

+

Listener factors

✓ markers' report

→

Listener factors

✓ tapescript

→

Text factors

# 04

## Developing listening skills



Developing the Skill of Anticipation



Understanding the Main Idea or Main Theme



Extracting Specific Information and Ideas



Processing Meaning

**Developing the Skill of Anticipation**

Adopt focused listening (Re: Prediction)

**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

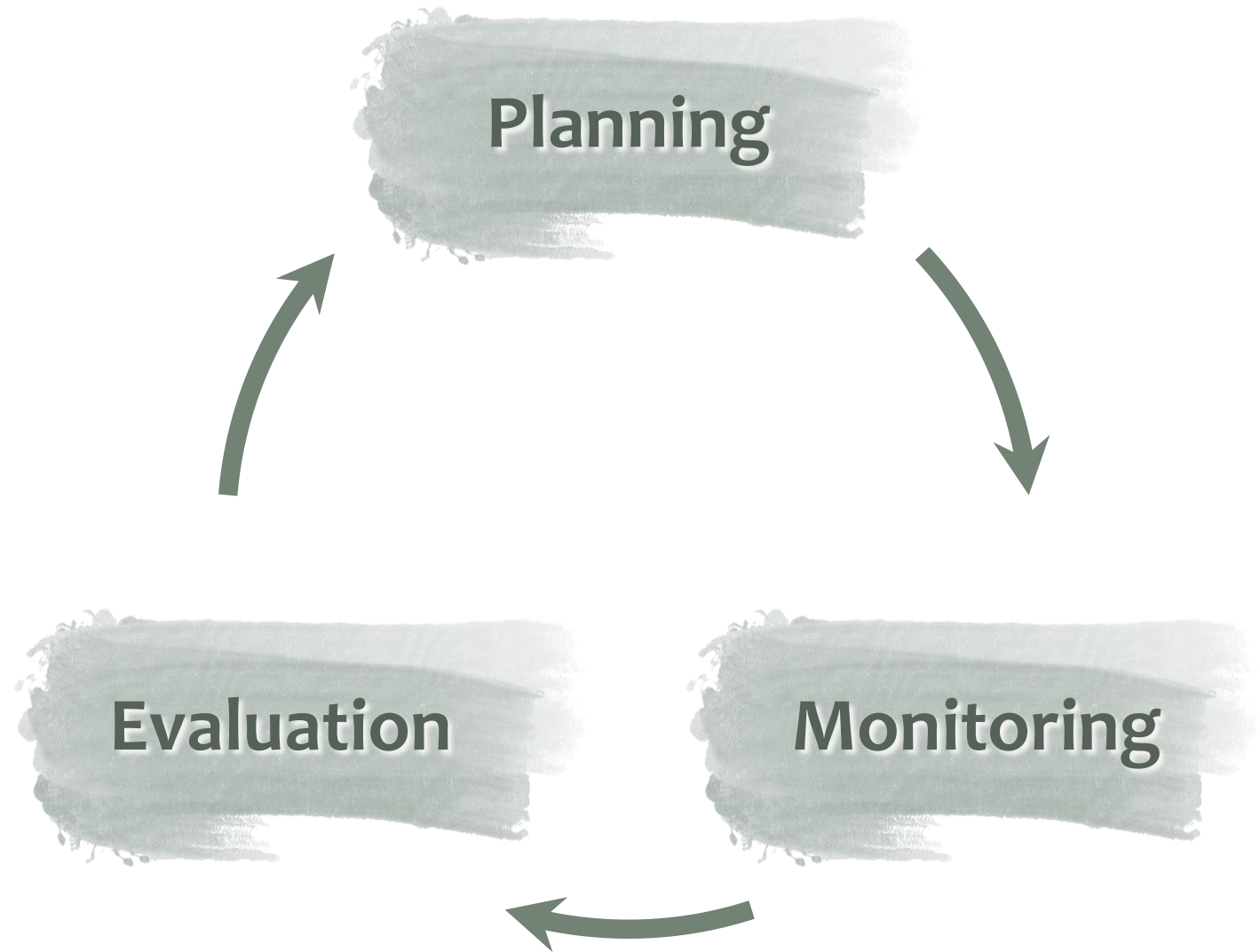
**Processing Meaning**

Use listening texts which include paraphrases and repetitions

One Step Further:  
**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.**”

CDC-HKEAA English Language Curriculum and Assessment Guide (Secondary 4 - 6) 2021



# Suggested self-direct learning activities on listening

## Listening Journal

- listen to 3 times (pause & rewind):
  - 1<sup>st</sup> – structure/gist
  - 2<sup>nd</sup> – take notes
  - 3<sup>rd</sup> – checking
- Allow pauses & repeats for students to work on own pace

### STEP 1

#### [Planning]

- Source text(s)
  - Set goal(s)
  - Set task(s)

### STEP 2

#### Prediction

- Predict the context and content

### STEP 3

#### Listening

- Take notes while listening

# Suggested self-direct learning activities on listening

## Listening Journal

- ✓ Multipurpose –
  - to collect ideas
  - to train skills
- ✓ Can be assigned as a pre-/post-listening task

### STEP 4

#### Ideation/

#### Conceptualisation

- Re-organise ideas from the text into a new presentation (e.g. a summary paragraph, tables, graphic organisers)

### STEP 5

#### Reflection

- Self-/peer assessment
- Evaluate the process (e.g. a task wrapper)



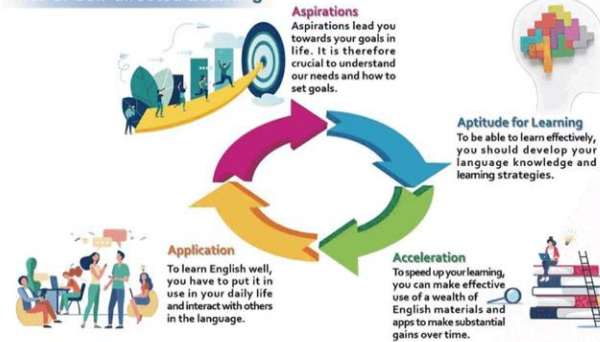
# List of useful e-resources

## A Guide on SDL for Secondary Students

### A Guide on Self-directed Learning for Secondary Students

English learning is no longer confined to the classroom. With more flexible learning time and resources, you can increase your exposure to English and improve your language skills anytime and anywhere through self-directed learning. Self-directed learning is a process in which you take the initiative, with or without the help of others, to identify your learning needs, set learning goals and plans, choose suitable resources and evaluate your learning progress. Good self-learning skills and habits can help you bloom into responsible, lifelong learners.

#### 4As of Self-directed Learning



#### Understanding Needs and Setting Goals

Students may have different learning needs, ranging from learning English for fun to enhancing English proficiency. Based on your learning needs, you may set SMART goals on English learning with reference to the guiding questions below:

Goals should be:	Guiding questions
<b>S</b> pecific	What will I achieve? What actions will I take?
<b>M</b> easurable	How can I measure how much I have achieved?
<b>A</b> chievable	Is the goal doable? What skills and resources do I need?
<b>R</b> elevant	Is this relevant to my needs and learning styles?
<b>T</b> ime-based	How much time should I spend each day/week working on my goal?

## 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 planning, learning and teaching. With effective assessment strategies and practices, schools can shape the assessment to provide learning experiences that promote self-efficacy and commitment to learning among learners.

**CONTEXTUALISING ASSESSMENT WITHIN THE PLANNING, IMPLEMENTATION AND EVALUATION CYCLE**

**Curriculum Planning (Pre-instruction Stage)**

- Examine the data collected from different teacher and tertiary stakeholders (e.g. Pre-ET, NCE, TLA, NCEA) to understand the performance and needs of students, understand the purpose of each assessment and the value of the findings, so as to inform the formulation of assessment and assessment practice at the school, subject and classroom levels.
- Make use of reference tools such as the Learning Progression Framework (LPF) to set assessment objectives and plan assessment activities to facilitate the progressive development of language skills and a smooth transfer across key competencies.
- Design an evaluation mechanism for assessing the effectiveness of assessment practice and practices before the previously adopted practice based on past experience.

**Curriculum Implementation (While-instruction / Learning and Teaching Stage)**

**Providing a clear and understandable vision of learning**

- Identify what students need to learn, set their learning targets and present them in student-friendly language and accessible formats.
- Involve students in establishing assessment criteria where appropriate to give them a sense of ownership.
- Clarify the task requirements and required standards with simple words.

**Embedding assessment strategies into everyday classroom practice**

- Create a safe classroom culture and learning environment that encourages 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 (often the most significant parts of new learning) clear and visible throughout the lesson.
- Ask a variety of questions (e.g. open and closed questions, content-based questions, free response questions to encourage critical thinking and reflection, low-stakes, open-ended and follow-up questions) to deepen learning.
- Invite students to peer and self-assess. For younger learners, model the language and demonstrate how you would like the students to comment on their own and others' work 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.

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

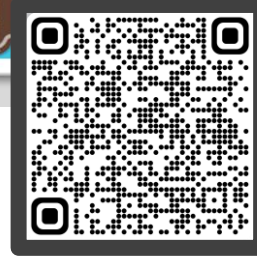
- Provide opportunities and guidance for students to set learning goals, identify the next step in learning and devise strategies. Monitor progress and evaluate effectiveness through practices such as keeping a learning journal.
- Introduce metacognitive strategies (e.g. self-questioning) and reflection tools (e.g. 5RMs, Table 3-2-1, Summative, Peer Checklists) 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 mnemonics.

**Evaluation (Post-instruction Stage)**

- Design summative 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 formats, and meaningful context for purposeful use of English.
- Work with the school management to devise a reporting system that communicates to stakeholders student learning performance, including not just their English knowledge and skills, but also their learning attitudes and efforts.
- Design curricular assignment assessment results to monitor whether curricular goals are achieved, and to inform curriculum planning with a view to improving student learning.
- Enhance the literacy competence and mental continuity of school.

**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, the assessment task banks) are available for teachers' use. For details, come visit our website at <http://elg.edb.gov.hk/ele/assessment/>.





# List of useful e-resources

## ELE Assessment Task Bank – Listening

### Assessment Tasks for Senior Secondary – Listening

[Reading](#) | [Writing](#) | [Listening](#) | [Speaking](#)

Title	Files
Job	<a href="#">Q&amp;A Booklet</a> <a href="#">Data File</a> <a href="#">Audio Recording</a>
Advertising (Listening Tasks)	<a href="#">Q&amp;A Booklet</a> (No Data File) <a href="#">Audio Recording</a>
Advertising (Integrated Tasks)	<a href="#">Q&amp;A Booklet</a> <a href="#">Data File</a> <a href="#">Audio Recording</a>
Consumerism	<a href="#">Q&amp;A Booklet</a> <a href="#">Data File</a> <a href="#">Audio Recording</a>
Staging a Play	<a href="#">Q&amp;A Booklet</a> <a href="#">Data File</a> <a href="#">Audio Recording</a>
Overseas School Trip	<a href="#">Q&amp;A Booklet</a> <a href="#">Data File</a> <a href="#">Audio Recording</a>



# Application

# Designing effective learning and teaching activities

## In-class

Pre-listening stage	While-listening stage	Post-listening stage
<p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>✓ Prediction helps to get some clues on the <b>context, content</b> and <b>answers</b> of the task</li> <li>✓ <b>Top-down</b> strategies</li> <li>✓ <b>Bottom-up</b> strategies</li> <li>✓ Activating <b>schematic knowledge</b></li> <li>✓ Heightening <b>linguistic awareness</b></li> </ul>	<p>Enhancing <b>Metacognition</b></p> <ul style="list-style-type: none"> <li>✓ <b>Note-taking</b> skills</li> <li>✓ <b>Metacognitive strategies</b> <ul style="list-style-type: none"> <li>• <b>Directed attention</b></li> <li>• <b>Noticing repetitions</b></li> <li>• <b>Visualisation</b></li> <li>• <b>Inferencing</b></li> <li>• <b>Maintaining interest</b></li> <li>• <b>Positive self-talk</b></li> </ul> </li> <li>✓ <b>Reflection</b> <ul style="list-style-type: none"> <li>• <b>Wrappers</b></li> </ul> </li> </ul>	<p>Giving <b>Quality Feedback</b></p> <ul style="list-style-type: none"> <li>✓ <b>Reflection</b> <ul style="list-style-type: none"> <li>• <b>Individual</b></li> <li>• <b>Self-reports &amp; discussions</b></li> </ul> </li> <li>✓ Giving <b>focused feedback</b> <ul style="list-style-type: none"> <li>• Analysis of <b>question, answer, markers' report &amp; tapescript</b></li> <li>• <b>“Chunking”</b> exercise</li> </ul> </li> </ul>

## Beyond classroom

Developing listening skills with **SDL Tasks**, e.g. **Listening journal**

# 2023 Part A Task 4 Questions 47-53

Group A: Design a **pre-listening activity** to **prepare** students for the task.

Group B: Design a **post-listening activity** to **prepare feedback** for students.

You will need to:

- provide the **background of the students**, e.g. **year level** and **ability**
- decide the **learning objectives** of the activity

You will be provided with:

- the Question-Answer Book
- the Marking Scheme
- the tapescript
- a tasksheet
- the Markers' Report
- students' samples

# Suggested activities (Pre-listening)

## ➤ Priming

Provide topical input, e.g. **the webpage** of Unicode Consortium – a standards body for the internationalisation of software and services) or **an article** about the approval of emoji from the Los Angeles Times

→ to encourage extended reading and a habit of reading

## ➤ Prediction

- Brainstorming vocabulary and ideas related to functions, concerns and consequences in tabular form or forms of different graphic organisers
- Fill-in-the-blank activity

# Suggested activities (Metacognition)

## ➤ **Demonstration**

Demonstrate the note-taking process in front of the class (using the blackboard or tablet computer) and “think aloud” to explain how and why each decision is made

## ➤ **Enhancing directed attention**

Select a metacognitive strategy which helps complete this task and co-construct a mental response (e.g. a slogan)

# Suggested activities (Post-listening)

## ➤ **Chunking**

Break the tapescript down into smaller chunks for easier understanding to help students comprehend the language and meaning

## Part 3: Effective Assessment Practices on Integrated Skills



What language skills are integrated in Paper 3B?



How to develop these language skills in a segregated manner?



How to integrate these language skills within and beyond classroom?





# **What language skills are integrated in Paper 3B?**



# What language skills do students need to apply at the following stages? (2023 HKDSE Paper 3B2)



**Pre-listening**



**While-listening**



**Pre-writing**



**While-writing**



## Pre-listening Stage

### Reading Skill

- Understanding the situation and instructions
- Identifying the purpose of writing, target audience and task requirements
- Scanning through the Data File (DF) to familiarise themselves with the overall context

### Listening Skill

- Anticipating information on the recording



## While-listening Stage

### Listening Skills

- Recording and organising information using some written and graphic forms
- Extracting relevant information from spoken texts
- Distinguishing between main ideas and supporting details

### Reading Skills

- Extracting relevant information from the DF
- Distinguishing between main ideas and supporting details



# Pre-writing Stage

## Reading Skills

- Extracting relevant information from the DF
- Distinguishing between main ideas and supporting details
- Interpreting different visual elements (e.g. images, graphical information) in the DF
- Synthesising information within/across texts (including the listening input)



# While-writing Stage

## Writing Skills

- Communicating target messages concisely and coherently using short phrases from the DF and own language
- Using tone, style and register appropriate to the tasks
- Using text features appropriate to the tasks/genres



# How to develop these language skills?

Segregated approach



## 1. Close task analysis

- Understanding the situation and instructions
- Identifying the purpose of writing, target audience and task requirements

### The **RAFT** Model

- Role**      Who am I? What is my role?
- Audience**      Who will be reading this? For whom am I writing?
- Format**      What format should I use?
- Topic**      What am I writing about?







## 2. Explicit teaching of paragraph structure

### Academic Use of English Resource Pack

#### 5c: Topic Sentences

One paragraph typically focuses on one key idea and consists of three elements: **a topic sentence**, (a) **supporting sentence(s)**, and sometimes **a concluding sentence**.

A **topic sentence** tells the reader the focus and key idea of a paragraph and usually appears at the beginning of a paragraph to signal to the reader what the paragraph is about, but it is also possible for a topic sentence to appear anywhere in a paragraph. For some text types (e.g. stories, interviews, feature articles), topic sentences may not be a salient feature.

#### 5d: Supporting Details

While the topic sentence states the main point of each paragraph, **supporting details** help to elaborate on the main idea stated in the topic sentence. There are different kinds of supporting details:

- Examples/Cases:** experience of other people or places
- Evidence:** figures from studies, reports, surveys
- Expert opinions:** views of authoritative figures

- Extracting relevant information from spoken and written texts
- Distinguishing between main ideas and supporting details

Air-conditioners are “abused” in Hong Kong. Very often, travellers to Hong Kong are warned of its arctic shopping arcades and icy restaurants. Some popular shopping destinations were purportedly as low as 15°C. Living in a city with sub-tropical climate, many locals find air-conditioners a necessity, and an indoor jacket is usually regarded as an essential as air-conditioners are blasted, even in the midst of winter. However, while enjoying the soothing indoor temperatures, you might think differently after listening to the following figures and special “AC” culture. In Hong Kong, air-conditioning accounts for about one third of the total energy consumption, over three times the global average, and surging to 60% in summer. In fact, in some cases, the functions of air-conditioners go beyond regulating indoor temperatures. Why? To encourage customers’ entry and patronage, some shopping malls intentionally create a more “prestigious” shopping atmosphere by lowering its temperature. The lower, the “cooler”. This “cool” vibe is also believed to be effective in promoting winter clothing such as sweaters, jackets, scarfs, and the like.

- State the key idea by using a **topic sentence**

- Support the key idea by giving **examples**

- Support the key idea by quoting **statistics**
- Compare local and global figures

- Explain why air-conditioners are abused in Hong Kong



### 3. Expressions describing statistics and trends


➤ Interpreting different visual elements (e.g. images, graphical information) in the DF

#### Academic Use of English Posters

#### Describing Statistics


**Describing statistics** is a basic academic writing skill. Findings can be presented in percentages, fractions or other expressions.

##### Language for Describing Percentages and Fractions




20%

a/one fifth  
(1/5)




22%

slightly over one fifth



25%

a/one quarter  
(1/4)




33%

about a/one third

Percentage	Expressions to paraphrase percentages or show approximation and proportion
90%	a vast majority
73%	a significant majority // <b>approximately three quarters</b>
66%	a large proportion // <b>around two thirds</b>
60%	<b>well over half</b>
39%	<b>about/nearly/slightly under/almost two-fifths</b>
35%	<b>just over a third</b>
25%	<b>exactly/precisely a quarter</b>
18%	(only) a small minority // <b>slightly less than a fifth</b>
10%	a small proportion/number // <b>one in ten</b>

**Example**



Do you like the new movie?

**Is the new movie popular with the respondents?**

- ✓ **About/Around/Approximately/Almost/Nearly/Slightly less than two thirds** of the respondents like the movie, while **one-fifth/a fifth** of them do not.
- ✓ The **majority** of the respondents (64%) like the new movie.
- ✓ **Well over half** of the respondents like the new movie.

#### Describing Trends

**Trend description** is an important skill for different purposes, for example, proposal writing and data analysis. With the accurate choice of words/phrases, the tendencies and changes can be more effectively presented.

##### Language for Describing Trends

**Moving Up**  
soar/rocket/surge  
leap/jump  
climb/grow/rise  
go up/increase

**Moving Down**  
go down/decrease/decline  
drop/fall  
sink  
plummet/plunge

**Highest & Lowest Points**

The number peaked/reached a peak.

The number dipped/took a dip.

**Degree and Speed of Change**

**UP**  
drastically/sharply  
considerably/substantially  
moderately/steadily  
mildly/slightly

**SPEED**  
rapidly/swiftly  
gradually  
slowly


**No Change**  
stay the same  
remain stable/steady  
maintain (its level)

**Constant Changes over Time**  
The numbers fluctuated/seesawed.

**Example**

**Hong Kong Book Sales 2021**

In January 2021, book sales were about HKD \$200 million. Over the next three months, sales had declined **gradually**. In May, the sales **dropped** to HKD \$100 million. After the dip, from May to July, sales had almost **doubled**, rising **drastically** from HKD \$100 million in May to HKD \$198 million in July. From August to December, sales **remained stable** at around HKD \$190 million.

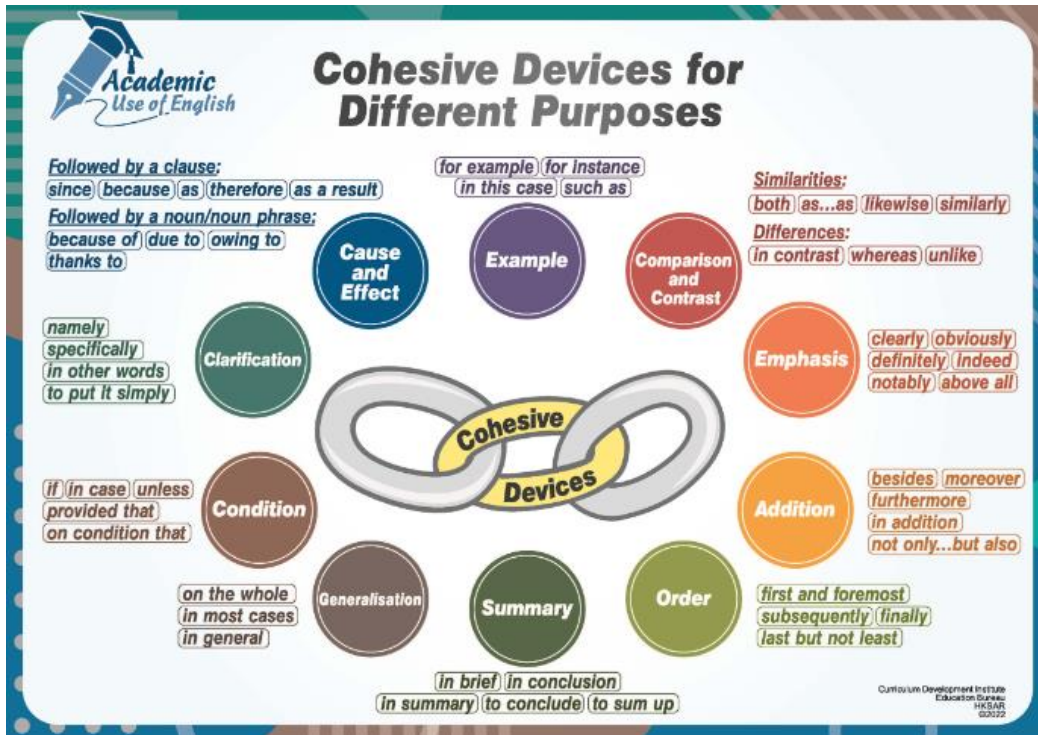




## 4. Cohesive devices for different communicative functions

- Communicating target messages concisely and coherently using short phrases from the DF and own language

### Academic Use of English Posters



<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Academic-Eng/home.html>

#### (a) Expressions showing cause-and-effect relationships

Some expressions (including verbs, nouns, adverbs and conjunctions) help to show **cause-and-effect relationships** within and across paragraphs, examples of which are provided in the table:

Purposes	Expressions
to show the cause-and-effect relationship	<ul style="list-style-type: none"> <li>• <b>Cause</b> causes/leads to/brings about/results in/contributes to/ gives rise to/triggers off <b>result</b>.</li> <li>• <b>Cause</b> is a cause of/the origin of/a contributing factor to <b>result</b>.</li> <li>• <b>Result</b> stems from/results from/arises from/is caused by/ can be attributed to <b>cause</b>.</li> <li>• The <b>root/main cause/origin</b> of <b>result</b> is <b>cause</b>. // The reason for <b>result</b> is <b>cause</b>.</li> </ul>

#### Expressions presenting similarities and differences

Some expressions (including verbs, adjectives, adverbs and conjunctions) help to present **similarities and differences** within and across paragraphs, examples of which are provided in the table:

Purposes	Expressions
to explain the effect	
to sum up main ideas	
to show similarities	<ul style="list-style-type: none"> <li>• both/all/too/also</li> <li>• like/similar to ...</li> <li>• likewise/similarly, ...</li> <li>• in the same way/equally</li> <li>• the same as/just as ...</li> </ul>
to present differences	<ul style="list-style-type: none"> <li>• unlike/different from ...</li> <li>• although/even though ...</li> <li>• despite/in spite of ...</li> <li>• however/but/nevertheless/conversely/in contrast/on the contrary, ...</li> <li>• while/whereas ...</li> <li>• instead of .../... instead</li> <li>• on the one hand ... on the other (hand) ...</li> <li>• ... is (a comparative adjective) than ... e.g. The operating range of electric cars is <i>shorter</i> than that of petrol cars. e.g. Electric cars are <i>more environmentally friendly</i> than petrol cars.</li> <li>• ... is (a superlative adjective) of all e.g. The Spanish flu was <i>the deadliest</i> pandemic in history. e.g. Creating more job opportunities should be <i>the most important</i> issue on the agenda.</li> </ul>
to add more ideas/information	<ul style="list-style-type: none"> <li>• Besides/Moreover/Further/In addition, ...</li> <li>• Another similarity/difference is ...</li> </ul>
to sum up main ideas	<ul style="list-style-type: none"> <li>• In conclusion/In summary/In short, ...</li> <li>• To conclude/To sum up, ...</li> </ul>



### Academic Use of English Resource Pack

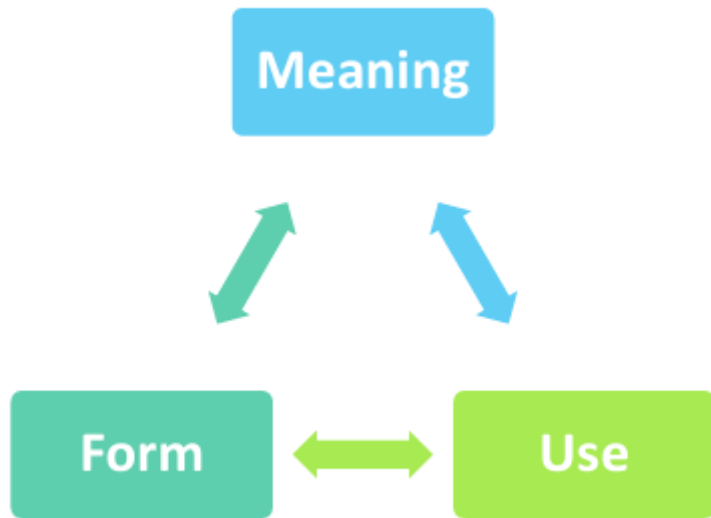
[https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Academic-Eng/resource\\_pack.html](https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Academic-Eng/resource_pack.html)



## 5. Grammar items for different communicative functions

- Communicating target messages concisely and coherently using short phrases from the DF and own language

Examples



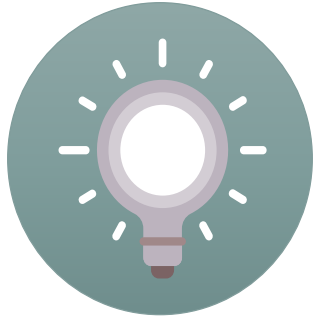
Grammar items	Communicative functions
Relative clauses	To provide additional information
Passive voice	To enhance objectivity
Participle phrases	To give background information/reason for the action
Inversion	To lay emphasis on the message
Nominalisation (i.e. use of noun form instead of verb/adj forms)	To create a more formal style



# How to develop these language skills?

Integrated approach





Writing Practice:  
**Creative writing**

Integrated Tasks:  
**Functional writing**

How to bridge the gap?



What about the integrated tasks in  
**Practice Book?**

- Not closely aligned with textbook modular themes
- Covering too many texts (both listening and reading) at a time
- Requiring too many language skills at the same time



What about **using the textbook materials** to develop **mini-integrated tasks**?

1. Locate texts in a textbook unit that have related content
2. Design a short writing task where students can apply the target language skills while presenting the content points



## Example

Text 1: A blog entry

Text 2: School's web  
magazine article

Theme: Body Image


Extract and synthesise  
information from the texts

Distinguish between main  
ideas and supporting details

Adopt an appropriate tone,  
register and style

## Example

### Mini-integrated Task

 **From:** williamtsang@abc.edu.hk  
**To:** samwong@abc.edu.hk  
**Subject:** Drafting a video script

Dear Sam,

The mobile game Model Battle is all the rage among our students, but the message it is trying to convey is pretty ugly, and I'd like to make a video to warn our students against this game. As the social worker assistant, could you draft the **video script** for me? Probably we need to point out **what is not right about the game**.

Last Sunday I dropped by a toy shop and learnt that there's a new line of Barbie dolls called Barbie Fashionista. Seems to be a better version than the original one. Could you also **include what Barbie Fashionista is and why the original Barbie dolls are problematic?**

Lots of thanks,  
William  
School Social Worker

# Mini-integrated Task

	Role	Text-type	Audience	Purpose of writing	Tone & Style	Task requirements
Text 1		Blog entry	General public	To review and to warn	Semi-formal; critical	
Text 2		Web magazine article	Schoolmates	To introduce	Semi-formal; appreciative	
<b>Mini-integrated task</b>	<b>A social worker assistant at a primary school</b>	<b>Video script</b>	<b>Children</b>	<b>To warn and introduce</b>	<b>Informal; friendly</b>	<b>1. To warn children against Model Battle and original Barbie dolls, and introduce Barbie Fashionista</b>

# Supplemented with authentic materials

Cater for learner diversity

Webpage

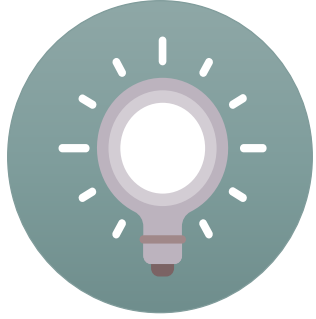
Social media post

School newsletter

Pamphlet

Newspaper article

Announcement



The tasks in HKDSE Paper 3B are much more complex though.

Organisational hierarchy

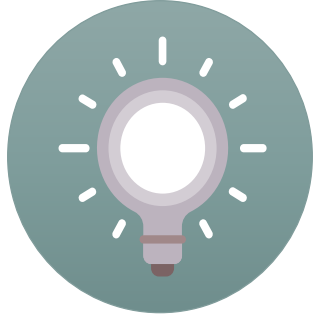
Situational awareness

Tact and diplomacy

How to bridge the gap?

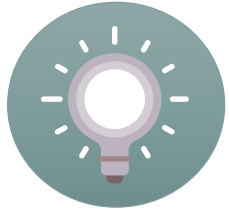
Writing Practice:  
**Functional writing –  
mini-integrated tasks  
based on textbook  
materials**

HKDSE Paper 3B:  
**Functional writing –  
integrated tasks  
requiring real-world  
knowledge**



We can develop **real-world tasks** by capitalising on students' opportunities as student leaders in senior forms

**Real-world tasks** are those reflecting **authentic uses of language**, and requiring students to **adapt the language from context to context and from genre to genre**.



## Examples

- ❖ Doing research for relevant information
- ❖ Proposing ideas to peers/teachers
- ❖ Liaising with school administration/external parties
- ❖ Promoting activities/events and encouraging participation on various platforms
- ❖ Giving clarifications/responses to enquiries
- ❖ Reporting on activities/events

## Real-world Tasks

Extracting and synthesising information

Interpreting statistical data/images

Using appropriate tone, register and style

Communicating messages coherently and concisely

Organisational hierarchy

Situational awareness

Tact and diplomacy



# A brief summary

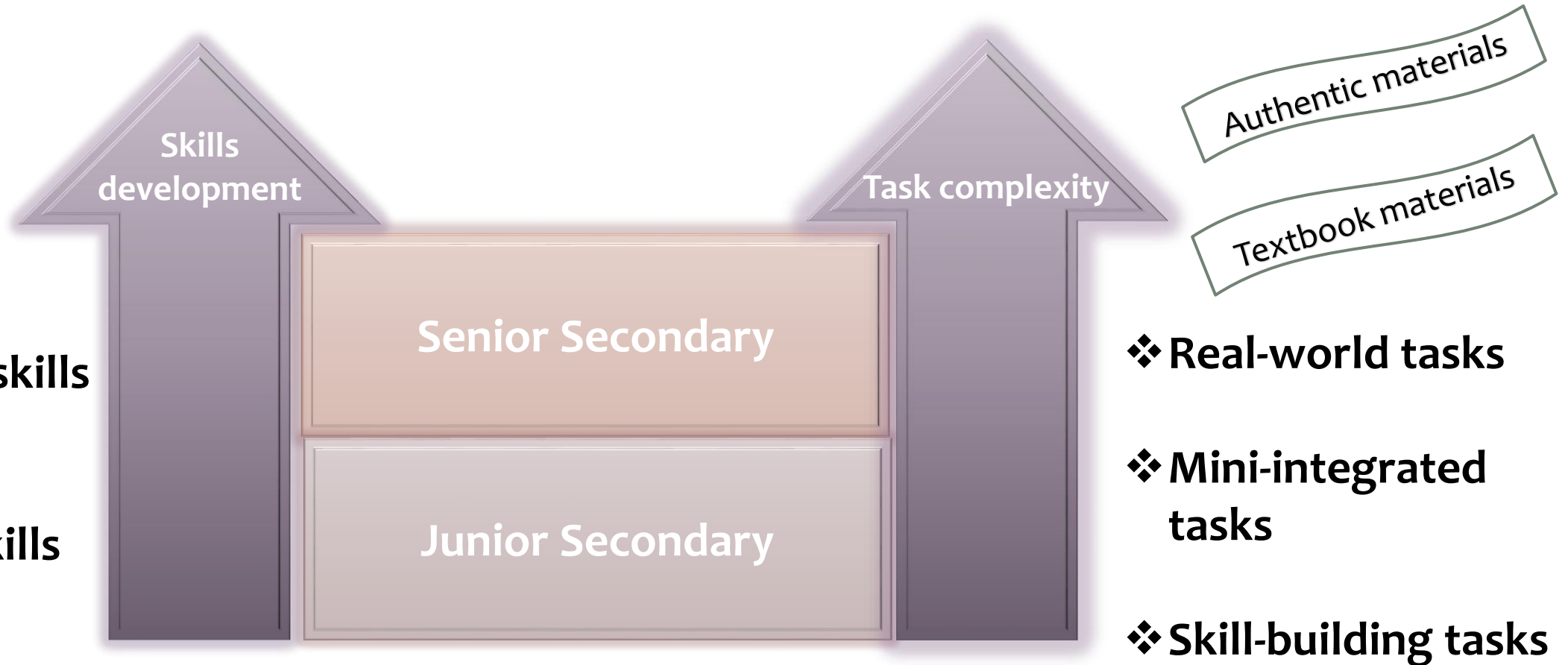






# Re-configuring assessment practices

Fostering holistic curriculum planning





# Re-configuring assessment practices

Focusing on skills development instead of scores

Self- and peer  
assessment

Quality  
feedback

- Extracting relevant information from written/spoken texts
- Synthesising information within/across texts
- Interpreting statistical data/images
- Using tone, register and style appropriate to the task
- Using appropriate text features
- Communicating the messages coherently and concisely using short phrases from the DF and own language

Language skills checklist

## **Wrap up**

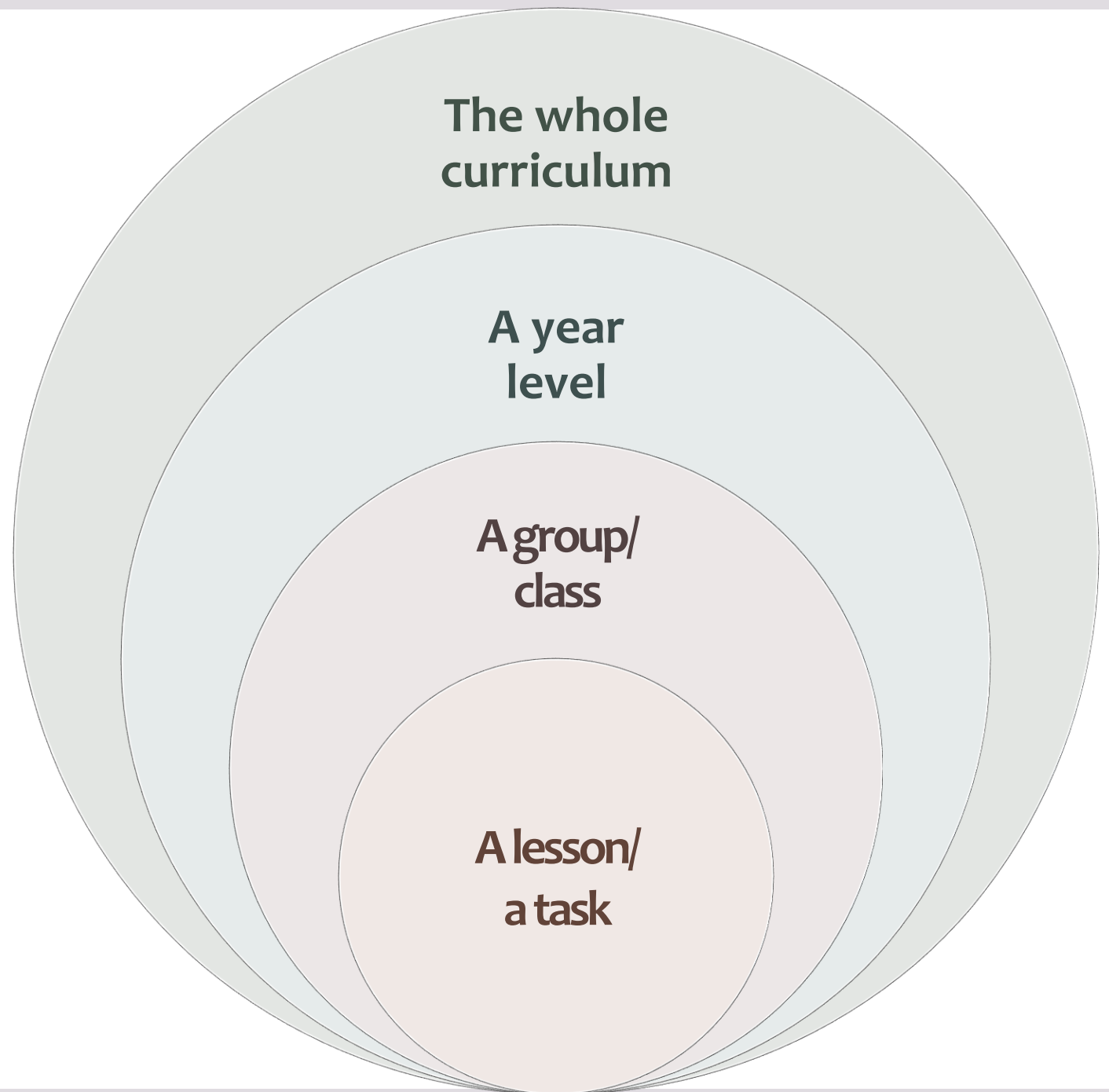
**From AoL to AaL**

**Start small, think big**

# Assessment for Learning – How to Answer the Three Guiding Questions

Seven Strategies of Formative Assessment	
Where am I going?	<ol style="list-style-type: none"><li>1. Provide a clear and understandable version of the learning targets.</li><li>2. Use examples of strong and weak work.</li></ol>
Where am I now?	<ol style="list-style-type: none"><li>3. Offer regular descriptive feedback.</li><li>4. Teach students to self-assess and set goals.</li></ol>
How can I close the gap?	<ol style="list-style-type: none"><li>5. Use evidence of student learning to determine next steps in teaching</li><li>6. Design focused instruction, followed by practice with feedback.</li><li>7. Engage students in self-reflection and provide opportunities for them to track and share learning progress.</li></ol>

**Start small**  
**Think big**



# Effective Assessment Practices in the English Language Curriculum

- Useful tools: The Learning Progression Framework (LPF)/STAR
- The factors framework (Listener, Text & Task)
- Prediction
- Enhancing metacognition – note-taking, metacognitive strategies & reflection
- Reflection & giving quality feedback
- SDL tasks to develop listening skills
- Developing language skills in a segregated manner
- Developing authentic mini-integrated tasks

→ **Implementing Assessment as Learning in the classroom and curriculum**

# Professional Development Programmes for 2023/24 s.y.

## Optimising Senior Secondary English Language Series:

Integrating and Connecting Different Curriculum and Assessment Components (Event AB)	Online	Jul 2024
The Role of Grammar and Vocabulary in Academic Reading and Writing	Face-to-face	May-Jun 2024

# Professional Development Programmes for 2023/24 s.y.

## Language across Curriculum

Connecting the Dots: Effective Strategies for Teaching Vocabulary for Cross-curricular Learning

Face-to-face

May-Jun  
2024

## Catering for Learner Diversity

Harnessing Technology to Cater for Learner Diversity in the Secondary English Language Classrooms

Face-to-face

Apr-Jun  
2024



# Professional Development Programmes for 2023/24 s.y.

## English Language Skills

Enhancing Assessment Literacy through Effective Use of the Learning Progression Framework (Writing and Speaking Skills)

Face-to-face

Apr-Jun  
2024

## New Literacy Skills

Critical Reading and Viewing: Developing Students' Visual Literacy in the English Language Classroom

Online

Jul-Aug  
2024

# Professional Development Programmes for 2023/24 s.y.

## E-Learning

Effective Use of e-Resources to Enhance Students' English Language Skills and Promote the Creative Use of English at the Secondary Level

Face-to-  
face

Apr-Jun  
2024

# Professional Development Programmes for 2023/24 s.y.

## Enriching English Teachers' Knowledge Series

Exploring and Appreciating English Creative Texts

Effective Writing Skills and Strategies for English Teachers

Improving English Pronunciation and Speaking Skills

Face-to-  
face

Apr-Jun  
2024

# Professional Development Programmes for 2023/24 s.y.

## Literature in English

Understanding Film Genre

Writing an Effective Analytical Essay on Films

Appreciating Shakespearean and Modern Play

Face-to-  
face

Apr-May  
2024