Effective Assessment Practices in the English Language Curriculum –

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 of listening and integrated skills; and

3. To provide hands-on activities on **designing assessment activities** to promote Assessment as Learning.

Part 1:
Theories and principles of assessment

◇

The role and guiding principles of assessment

Extending summative assessment from AfL to AaL

Warm-up Activity

Fill in the blank with a word/phrase.

Assessment is _____.

Warm-up Activity

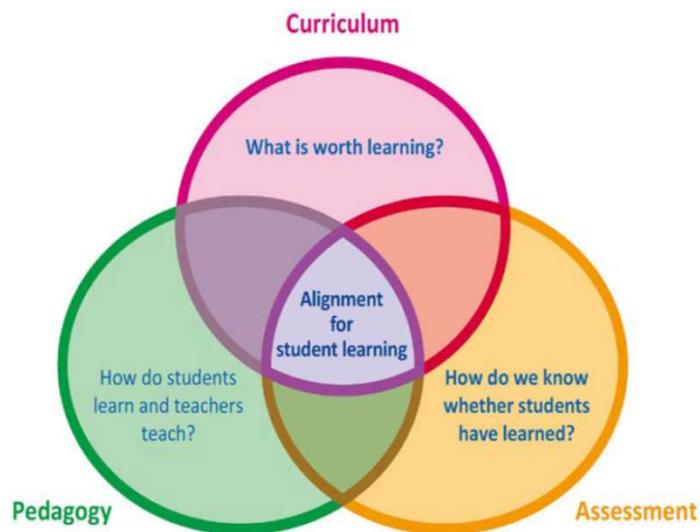Judgement

Reward / punishment

vs

Mentorship

Feedback

Guiding Principles

Figure 4.1 Interlocking Relationships between Curriculum, Pedagogy and Assessment

- The school curriculum sets out what students should learn in terms of learning objectives, and assessment is used to collect evidence of student learning with reference to the learning objectives set. Assessment is an integral part of the curriculum, pedagogy and feedback cycle (see Figure 4.1), with the prime purpose of facilitating and improving student learning. It should be so designed to find out what students are expected to learn throughout their learning journey.

Promoting Formative Assessment in the School English Language Curriculum

Setting assessment objectives to facilitate **progressive development of language skills**

Adopting **diversified modes** of formative assessment

Using summative assessment **formatively**

Summative Assessment	Formative Assessment	
Assessment **OF** Learning	Assessment **FOR** Learning	Assessment **AS** Learning
• **Describes** the level students have attained in learning • **Gives** an overview of the previous learning of students; mainly used for reporting purposes	• **Integrates** assessment into learning and teaching • Assists students to **understand** what they are learning, what they have attained, and what is expected of them • Helps teachers **collect evidence** of students' learning	• Encourages **peer assessment** and **self-reflection** • Engages students in **reflecting** on and **monitoring** their progress of learning

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

Part 2:
Assessing Listening Skills

Understanding challenges facing students

Teaching approaches and useful resources

Diversified modes of formative assessment and integration across key stages

You are a student.

Let's engage with a listening task from the HKDSE 2025 to truly 'feel' the cognitive load our students face.

"Does our classroom practice match the physical and mental intensity of the reality you just navigated?"

Consider: The pace. The density. The multitasking. The pressure.

Brainstorming Activity – L2 Listening Comprehension

👉 **What difficulties do your students encounter in listening tasks?**

👉 **Consider the following and the three categories: Task, Text, Listener**

(Bloomfield, et. al, 2010)

Difficulties in capturing all essential ideas

Spelling

Identifying speaker's attitudes

Identifying shift of ideas

Speed

Accent

Example 1 – Task 1

teach his own kids (how to swim)   35%

Tapescript

Which 2 parts are needed in the answer?

Candidates needed to include:
(1) the idea of **Ricky's own children**
(2) Ricky had **more than one child**

Example 1 – Task 1

teach his own kids (how to swim)   35%

Incorrect answers include '**teach kids**', i.e. kids in general, or wrote **the singular form**

Listening skills (comprehension & meaning):
X Summarising and capturing essential details accurately
X Understanding the main idea of conversations, not just isolated details

So what is this a problem of?   Failure to include all essential information

to **be accurate**

Grammar → singular vs plural form

to **be clear**

Response skills (answer composition):
X Ensuring correct grammar, lexis, and spelling in written responses

Example 1 – Task 1

teach his own kids (how to swim)   35%

Level 4 exemplar

Why students struggled?
- **Listener factors:**
  - ➢ Limited working memory – they held onto the main idea but dropped modifiers/ details
  - ➢ Anxiety/ time pressure – rushing to write down the obvious word "kid"
- **Text factor:**
  - ➢ Plural marker "s" and the phrase "how to swim" may have been less stressed in speech.
- **Task factor:**
  - ➢ Student didn't have the time to check whether their answer matched the full requirement (all essential details).

Example 2- Task 2

when it's still dark // before sunrise   46%

Q23 Some incorrectly wrote 'when it's dark', thus failing to include the idea of it <u>still</u> being dark, i.e. that the races begin just before it gets light.

Listening skills:
X <u>Capture essential details</u>: Students need to notice the modifier *still*, which changes the meaning
X <u>Inference and precision</u>: The phrase requires understanding that the condition continues (ongoing darkness), not simply the state of being dark
X <u>Attention to discourse markers/ qualifiers</u>: Words like *still, yet, already* are subtle but crucial in listening tasks.

Example 2- Task 2

wet towels   31%

Q24 Some did not appear to know the word 'towel'

Why students struggled?

- **Listener factors:**
  - ➤ Limited L2 proficiency – unfamiliar with the word "towel"
  - ➤ Weak bottom-up decoding
  - ➤ Anxiety/ time pressure
- **Text factor:**
  - ➤ Accent or speed may have made the word hard to listen to
  - ➤ Lack of repetition – no other contextual clues to support recognition

Example 3 – Task 3

you have to pay for the app // the app's not free   47%

Candidates understood as being the plural form of the word 'app'.

Example 3 – Task 3

It shows:
Listening skills:
X <u>Processing difficulty</u> (distinguishing singular/ plural endings and contractions).
X <u>Weakness in using contextual clues</u> (the pronoun *it* should have triggered correction).
Response skills (answer composition):
X Ensuring correct grammar, lexis, and spelling in written responses

2025 HKDSE Paper 3A

Examiner's Report – Recommendation for Part A

"Candidates' answers need to **be clear** (i.e. with the correct choice of grammar, lexis and spelling), **be adequate** (i.e. that they include all of the essential details) and **be factually accurate**."

"Candidates need practice in providing clear, adequate and factually accurate answers **in real time whilst the recording continues onto the next point**."

What are students true weaknesses in Paper 3A and are we addressing them accordingly?

Listening skills

Comprehension

Response skills

Performance

An overview of listening skills (Paper 3A)

Comprehension & Meaning

- Predicting development of texts and vocabulary
- Understanding the main idea, not just isolated details
- Inferring answers and understanding implied meanings
- Summarising and capturing essential details accurately

Interpretation & Critical Listening

- Identifying speaker's intent, views, attitudes, feelings

Information Management

- Distinguishing between gist and supporting details
- Recognising discourse markers and connectors

Sound Processing

- Processing sound features: stress, intonation, pace, rhythm, contracted forms, minimal pairs
- Handling different accents and delivery speeds

Note-taking

- Jotting notes systematically (columns, abbreviations, mind maps)
- Reviewing and refining note-taking systems regularly

Comprehension & Meaning

	Examples
• **Predicting development of texts and vocabulary**	Before listening to a task on *"health and fitness,"* students brainstorm likely vocabulary *(e.g., calories, gym, diet)* and guess what speakers might discuss.
• **Understanding the main idea not just isolated details**	Students listen to a conversation where one speaker mentions being late, missing lunch, and rushing to finish a report. Instead of only noting one of those points, they explain that the speaker is under pressure at work.
• **Inferring answers and understanding implied meanings**	Students listen to a recording say, "Well, that's the third time you've forgotten your homework" Rather than just noting the number of times, they recognise that the teacher is expressing frustration or disappointment
• **Summarising and capturing essential details accurately**	Students listen to a health talk that mentions exercise frequency, diet, and sleep habits. They write: "Stay health: exercise 3 times weekly, balanced diet, 8 hours sleep."

Information Management

Examples

• **Distinguishing between gist and supporting details**	Students identify the main idea of a passage (e.g., *"The speaker is promoting a new app")* and then list supporting points (e.g., *features, benefits).*
• **Recognising discourse markers and connectors**	Students highlight words like *"however," "on the other hand," "as a result"* in a tapescript to track shifts in ideas.

Interpretation & Critical Listening

Example

• **Identifying speaker's intent, views, attitudes, feelings**	Speaker says, *"I wouldn't recommend that place again."* → Students interpret tone as disappointment or criticism.

Sound Processing

Examples

	Examples
• **Processing sound features: stress, intonation, pace, rhythm, contracted forms, minimal pairs**	Students hear *"She's going"* vs *"She is going"* and identify the contracted form, or distinguish *"students' books"* vs *"student's book."*
• **Handling different accents and delivery speeds**	Students listen to speakers with regional accents and practice decoding fast speech with scaffolded repetition.

Note-taking

- **Jotting notes systematically (columns, abbreviations, mind maps)**

Group A: Column layout

Group B: Mind map

- Which method felt easiest under time pressure?

- What challenges did you face while writing?

- How can we help students refine their note-taking system after practice papers?

- **Reviewing and refining note-taking systems regularly**

An overview of response skills (Paper 3A)

Task Awareness

- Matching answers to task requirements (content relevance, format)

Answer Composition

- Composing answers in own words
- Ensuring correct grammar, lexis, and spelling in written responses

Task Awareness

- **Matching answers to task requirements (content relevance, format)**

Decide which answer best matches the requirement of the question:

1) What time does the meeting start?

Student A: Early morning.

Student B: 6:30 a.m.

Student C: It starts before class begin.

2) Why are the speakers unhappy with the restaurant?

Student A: Because the food was cold.

Student B: The food was cold and the service was poor.

Student C: They didn't enjoy the experience.

3) What is the speaker's attitude towards the new app?

Student A: She thinks it's worth the money.

Student B: She says it has many features and benefits.

Student C: She is positive about it.

<u>Answer Composition</u>

- **Composing answers in own words**
- **Ensuring correct grammar, lexis, and spelling in written responses**

Answer Composition

<u>Tapescript:</u>
"The gym used to open at 6 a.m. from Monday to Friday, but starting this term it opens at 6:30 instead. It was closed on weekends before, and it still remains closed on Saturdays and Sundays. Student members are eligible for a discount, though last year it was only staff who received it."

Question: What are the current opening hours of the gym, and who can receive a discount?

<u>Raw Notes:</u>
gym / used to open 6am / now 6:30 / Mon–Fri
closed weekends (still)
discount / students now / staff before

<u>Flawed Student Response:</u>

Gym open 6am weekdays. Staff discount.

<u>Target Polished Response:</u>

The gym opens at 6:30 a.m. from Monday to Friday and remains closed on weekends. Students and staff are eligible for a discount.

Effects of listener characteristics on L2 listening comprehension

Working memory	Higher working memory capacity = better processing and comprehension e.g., L2 learners with higher working memory capacity can retain multiple details (e.g., dates, figures, speaker attitudes) while decoding English input, enabling stronger comprehension and more accurate answers
L2 Proficiency	Bottom-up: Improved decoding of sounds and words as proficiency grows Top-down: Using background knowledge to fill in the gaps when words are missed
Metacognitive strategies	Using metacognitive strategies (self-reflection and self-direction) boosts understanding
Anxiety	Anxiety → negatively impacts comprehension

Effects of text characteristics on L2 listening comprehension

Length	• Overall length (Longer length ↑ listening difficulty) • Information density • Redundancy
Complexity	• Syntactic features e.g., sentence structure, frequent vocabulary • Directness and concreteness (Passages with implied meaning can be more difficult) • Pragmatic information (L2 pragmatic constructs e.g., idioms and culturally specific vocabulary decreases comprehension)
Organisation	• Discourse markers e.g., words and phrases that signal the overall structure of the passage ↑ comprehension.
Auditory features	• Speaker accent • Hesitations and pauses (aid comprehension) • Speed rate (fast speech rates can hurt comprehension, but slower speech rates do not necessarily help)

Effects of task characteristics on L2 listening comprehension

Time limits	• Time pressure makes cognitive tasks more difficult
Note-taking	• Note-taking can be a cognitive effortful activity that introduces time pressure due to difference between speaking and writing rate • If L2 listeners are able to employ metacognitive strategy for determining when to take notes and when not to take notes, note-taking can benefit listening comprehension

An overview of listening skills (Paper 3A)

Comprehension & Meaning

- Predicting development of texts and vocabulary
- Understanding the main idea, not just isolated details
- Inferring answers and understanding implied meanings
- Summarising and capturing essential details accurately

Information Management

- Distinguishing between gist and supporting details
- Recognising discourse markers and connectors

Sound Processing

- Processing sound features: stress, intonation, pace, rhythm, contracted forms, minimal pairs
- Handling different accents and delivery speeds
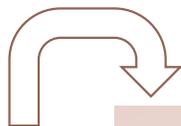
Interpretation & Critical Listening

- Identifying speaker's intent, views, attitudes, feelings

Note-taking

- Jotting notes systematically (columns, abbreviations, mind maps)
- Reviewing and refining note-taking systems regularly

Teaching approaches for listening skills (Paper 3A)

Comprehension & Meaning

1. Predicting development of texts and vocabulary

2. Understanding the main idea, not just isolated details

3. Inferring answers and implied meanings

4. Summarising and capturing essential details accurately

Strategies

- **Pre-listening brainstorming** on topic vocabulary
- **Predictive questioning** based on task headings
- Listening to short extracts and guessing continuation

Teaching approaches for listening skills (Paper 3A)

1. Predicting development of texts and vocabulary

Step 1

- **Brainstorm Topic Vocabulary**
- Show students the situation and task sheet *(Task 1)*
- Students brainstorm related words.

Strategies:

- **Pre-listening brainstorming** on topic vocabulary
- **Predictive questioning** based on task headings

Topic Vocab: Swimming, lessons, coach, children, elderly, fundraising, active, exercise, community, make friends

Teaching approaches for listening skills (Paper 3A)

1. Predicting development of texts and vocabulary

Step 2

- **Predictive Questioning**
- Anticipate semantic categories and collocations based on task prompts

Numbers / Quantities ➔ hundreds, thousands, dozens, more than 500
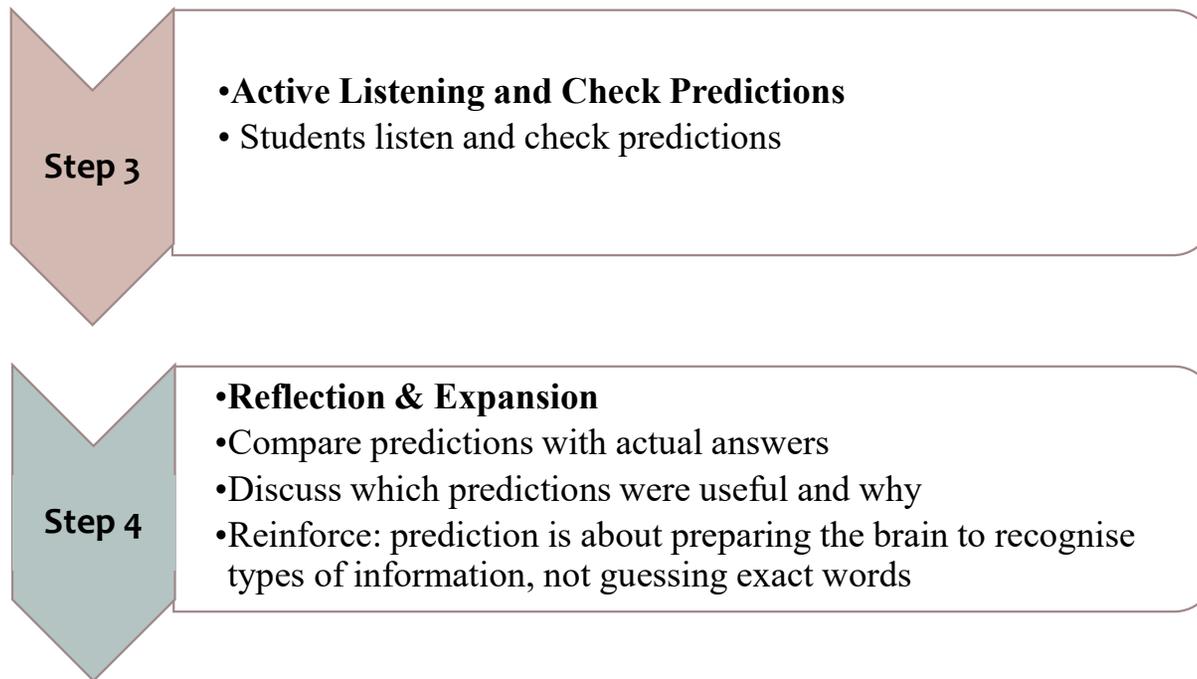
Events ➔ festival, competition, swim day, fundraising

Groups of people ➔ children, elderly, beginners, non-swimmers

Reasons / Benefits ➔ health, safety, fun, community, confidence, social bonds, perks

Teaching approaches for listening skills (Paper 3A)

1. Predicting development of texts and vocabulary

Step 3

- **Active Listening and Check Predictions**
- Students listen and check predictions

Step 4

- **Reflection & Expansion**
- Compare predictions with actual answers
- Discuss which predictions were useful and why
- Reinforce: prediction is about preparing the brain to recognise types of information, not guessing exact words

Teaching approaches for listening skills (Paper 3A)

Comprehension & Meaning

1. Predicting development of texts and vocabulary

2. Understanding the main idea, not just isolated details

3. Inferring answers and implied meanings

4. Summarising and capturing essential details accurately

Strategies

- **Contextual mapping** (situation page, speaker roles)
- **Guided listening** with pauses to summarise sections
- Use of **mind maps** to organise ideas

Teaching approaches for listening skills (Paper 3A)

Comprehension & Meaning

1. Predicting development of texts and vocabulary

2. Understanding the main idea, not just isolated details

3. Inferring answers and implied meanings

4. Summarising and capturing essential details accurately

Strategies

- **Highlight contextual clues** (time markers, connectors)
- **Scaffolded practice** with implied meanings
- **Peer discussion** to compare interpretations

Teaching approaches for listening skills (Paper 3A)

3. Inferring answers and implied meaning

Task 4

Bugsy / her dog started to cry because he was left alone on the boat / when she went scuba diving

1. **Teacher Modelling (Inferencing)**
"The tapescript doesn't explicitly say 'The reason I took Bugsy diving was X.' Instead, I have to look at **Contextual Clues**."
❖ Clue 1 (Action): Bugsy 'started to cry'.
❖ Clue 2 (Emotion): Sandy says this was 'heartbreaking'

My Inference: The implied meaning is that the dog felt distressed by being left behind. Sandy's reaction was an emotional reaction to her dog's sadness.

Teaching approaches for listening skills (Paper 3A)

3. Inferring answers and implied meaning

2. Highlight Contextual Clues
Ask students to highlight phrases that hint at answers without stating them directly.

Task 4

to make a diving suit for your dog // to have a diving suit made for your dog

Item 50: The Equipment Requirement
It implies the suit is a custom-made or DIY item, which leads students to the answer of **"making"** or **"having it made."**

her diving school offered to sponsor // she got sponsorship from her diving school

Item 51: Financial Support
"In return for" is an indicator of transactional relationship. Even if students don't know the word **"sponsor"**, the fact that the school **"paid for everything"** in exchange for **"publicity"** implies a business sponsorship.

get practice in a swimming pool // check you can handle your dog in a swimming pool

make sure there are (at least) two human divers with the dog at all times
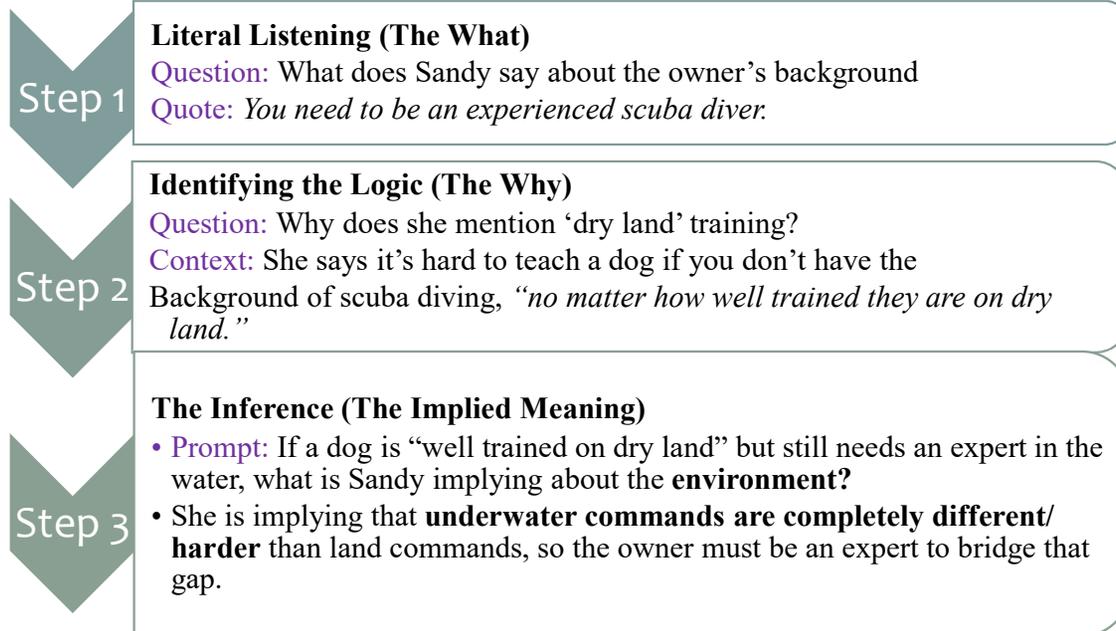
Item 52 & 53: Safety Advice
Words like **"vital," "make sure,"** and **"go wrong"** create a tone of **caution**. The clues signal that the advice will focus on risk management and safety protocols.

Teaching approaches for listening skills (Paper 3A)

3. Inferring answers and implied meaning

3. Scaffolded Practice: From Literal to Implied
Use a "Three-Step Inference Ladder" to help students practice with Item 49 (The requirement to be an experienced diver).

Step 1

Literal Listening (The What)
Question: What does Sandy say about the owner's background
Quote: *You need to be an experienced scuba diver.*

Step 2

Identifying the Logic (The Why)
Question: Why does she mention 'dry land' training?
Context: She says it's hard to teach a dog if you don't have the
Background of scuba diving, *"no matter how well trained they are on dry land."*

Step 3

The Inference (The Implied Meaning)
• Prompt: If a dog is "well trained on dry land" but still needs an expert in the water, what is Sandy implying about the **environment?**
• She is implying that **underwater commands are completely different/ harder** than land commands, so the owner must be an expert to bridge that gap.

Teaching approaches for listening skills (Paper 3A)

Comprehension & Meaning

1. Predicting development of texts and vocabulary

2. Understanding the main idea, not just isolated details

3. Inferring answers and implied meanings

4. Summarising and capturing essential details accurately

Strategies

- Guided practice **highlighting keywords** in tapescripts
- **Distractor training** (catching corrections in speech)
- **Scaffolded repetition** with pauses for note-taking

Teaching approaches for listening skills (Paper 3A)

4. Summarising and capturing essential details

Task 4

Strategies:

• **Scaffolded repetition** with pauses for note-taking

3-Step Pause Method
- **Step A (The Gist):** Play the segment above about the diving suit. **Pause.** Ask: "What is the problem?" (Student answer: No shops sell them).
- **Step B (The Detail):** Play it again. **Pause.** Ask: What are the two solutions?". (Student answer: 1. Make it yourself. 2. Find someone else).
- **Step C (The Summary):** Ask students to synthesise "make it yourself" or "find someone who can" into a concise answer:
  - ➤ to make a diving suit for your dog // to have a diving suit made for your dog

Summary: Teaching approaches for listening skills (Paper 3A)

Comprehension & Meaning

1. Predicting development of texts and vocabulary
2. Understanding the main idea, not just isolated details
3. Inferring answers and implied meanings
4. Summarising and capturing essential details accurately

- **Pre-listening brainstorming** on topic vocabulary
- **Predictive questioning** based on task headings
- Listening to short extracts and guessing continuation

- **Contextual mapping** (situation page, speaker roles)
- **Guided listening** with pauses to summarise sections
- Use of **mind maps** to organise ideas

- **Highlight contextual clues** (time markers, connectors)
- **Scaffolded practice** with implied meanings
- **Peer discussion** to compare interpretations

- Guided practice **highlighting keywords** in tapescripts
- **Distractor training** (catching corrections in speech)
- **Scaffolded repetition** with pauses for note-taking

Teaching approaches for listening skills (Paper 3A)

Information Management

1. Distinguishing between gist and supporting details

2. Recognising discourse markers and connectors

- **Focused listening** tasks (listen for main idea, then details)
- Matching audio to diagrams/ pictures
- **Summarising passage** with titles or headlines

Teaching approaches for listening skills (Paper 3A)

1. Distinguishing between gist and supporting details

Task 3

• **Focused listening** tasks (listen for main idea, then details)

1. Listen for the Gist
Before students fill in the blanks, they should identify the context of the conversation.
- **Practice Exercise:** Play the first few lines of the recording. Ask: "What is the purpose of this conversation?"
- **Gist Task:** Have students label sections of the transcript as "Positive" or "Negative" before looking for specific words. For example, when Adrian says, " There were a few things I didn't like…" the gist is **dissatisfaction.**

Teaching approaches for listening skills (Paper 3A)

1. Distinguishing between gist and supporting details

Task 3

• **Focused listening** tasks (listen for main idea, then details)

2. Gist vs Detail Sorting
Give students a list of phrases from the tapescript and ask them to categorise them.
e.g. [Refer to your handout]

Gist	Detail
It's nothing special	Plastic bag
That is annoying	Not free
That's a shame	Detailed fitness data
	Tiny buttons

Teaching approaches for listening skills (Paper 3A)

Information Management

1. Distinguishing between gist and supporting details

2. Recognising discourse markers and connectors

- Explicit teaching of **signposting words** (*however, therefore*)
- **Listening journals** noting connectors
- **Cloze exercise** with missing discourse markers

Teaching approaches for listening skills (Paper 3A)

2. Recognising discourse markers and connectors

Task 3

• Explicit teaching of **signposting words** (*however, therefore*)

The "Signal Word" Hunt
Teach students to listen for **signposts** that transition from gist to a detail.
• **The Gist Signpost:** "What did you like best?" or "There were a few things I didn't like…"
• **The Detail Signpost:** "Like what?" or "For example…" or "Specifically…"
• **Task:** Students highlight signposts in the tapescript that lead to the answers

Summary: Teaching approaches for listening skills (Paper 3A)

Information Management

1. Distinguishing between gist and supporting details

2. Recognising discourse markers and connectors

- **Focused listening** tasks (listen for main idea, then details)
- Matching audio to diagrams/ pictures
- **Summarising passage** with titles or headlines

- Explicit teaching of **signposting words** (*however, therefore*)
- **Listening journals** noting connectors
- **Cloze exercise** with missing discourse markers

Teaching approaches for listening skills (Paper 3A)

Interpretation & Critical Listening

• Identifying speaker's intent, views, attitudes, feelings

- Practice with **stress/ intonation variations**
- **Role-play** listening tasks (different attitudes)
- **Critical listening** in group discussions

In your groups, discuss how you would use Task 3 to distinguish the speakers' attitudes and views.

Example: Decoding Speaker Attitude
Assign students roles based on the Task 3 tapescript. One student reads Stella's lines with **enthusiasm** (for the detailed data) while another reads with **frustration** (about the tiny buttons)

Change the stress on a sentence to see how it alters meaning. For example:
- **I** thought they were quite responsive. *(Implies someone else didn't)*
- I thought they were **quite responsive**. *(Emphasise the degree of quality)*

Teaching approaches for listening skills (Paper 3A)

Sound Processing

1. Processing sound features: stress, intonation, pace, rhythm, contracted forms, minimal pairs

2. Handling different accents and delivery speeds

- **Minimal pairs** in context
- **Stress/intonation drills** with varied meaning
- **Chunking practice**: (breaking audio into small units)

- Exposure to varied authentic materials (ads, announcements, podcasts, news reports)
- AI tools for **slowed audio and accent variation**
- **Scaffolded repetition** with gradual speed increase

Teaching approaches for listening skills (Paper 3A)

Sound Processing

1. Processing sound features: stress, intonation, pace, rhythm, contracted forms, minimal pairs

2. Handling different accents and delivery speeds

Focus	Digital Platforms & Resources	Classroom Activity (Example)
Authentic Exposure	Podcasts (Spotify, BBC), YouTube, News	Students listen to 1-minute clips to identify if a reviewer is "persuading" or "complaining" based on tone, not just vocabulary.
Speed Training	YouTube Speed Controller, AI Audio Tools (ElevenLabs, NoteGPT)	Start at 0.8x for chunking, move to 1.5x to force students to ignore minor sounds and note the gist.
Intonation Mapping	The Arrow Method	Visual Notation: Students draw arrows (↗↘) over words to show pitch changes. Large circles represent stress; small dots represent contracted forms.
Sound Processing	Minimal Pair Bingo	Use cards with minimal pairs (e.g., "fit" vs "feet"). Students listen to a sentence and pick the card that matches the sound feature they heard.

Teaching approaches for listening skills (Paper 3A)

Note-taking

1. Jotting notes systematically (columns, abbreviations, mind maps)

2. Reviewing and refining note-taking systems regularly

- Teach **structured templates** (columns, abbreviations)
- **Guided practice** with teacher modelling
- **Peer review** of note-taking systems

Teaching approaches for listening skills (Paper 3A)
Note-taking

1. Jotting notes systematically (columns, abbreviations, mind maps)

- Teach **structured templates** (columns, abbreviations)

Teaching approaches for listening skills (Paper 3A)

Note-taking

1. Jotting notes systematically (columns, abbreviations, mind maps)

2. Reviewing and refining note-taking systems regularly

- Monthly **reflection** on note-taking journals
- **Peer sharing** of effective systems
- **Teacher feedback** on clarity and organisation

Summary: Teaching approaches for listening skills (Paper 3A)

Note-taking

1. Jotting notes systematically (columns, abbreviations, mind maps)

2. Reviewing and refining note-taking systems regularly

- Teach **structured templates** (columns, abbreviations)
- **Guided practice** with teacher modelling
- **Peer review** of note-taking systems

- Monthly **reflection** on note-taking journals
- **Peer sharing** of effective systems
- **Teacher feedback** on clarity and organisation

Teaching approaches for response skills (Paper 3A)

Task Awareness

- Matching answers to task requirements (content relevance, format)

Answer Composition

- Composing answers in own words
- Ensuring correct grammar, lexis, and spelling in written responses

Teaching approaches for response skills (Paper 3A)
Task Awareness

• Matching answers to task requirements (content relevance, format)

• Practice on **identifying task keywords**

• **Self-reports** / Reflection logs

Instead of only asking students to "find the important words," have them categorise them

Context Keywords (The "Who & What")

Content Predictors:
Suggest the answer will be a noun or a group of people.

Content Predictors:
Predicts a specific feature or element added to a performance.

Content Predictors:
Suggest an adjective followed by a verb (describing the drums).

Content Predictors:
Predicts a material (e.g., wood, skin, metal).

Anchor Keywords (The "Signposts")

Teaching approaches for response skills (Paper 3A)

Answer Composition

- Composing answers in own words
- Ensuring correct grammar, lexis, and spelling in written responses

- **Sentence transformation** exercises
- **Paraphrasing exercises** with short audio clips

Teaching approaches for response skills (Paper 3A)

Answer Composition

• Composing answers in own words

- **Sentence transformation** exercises
- **Paraphrasing exercises** with short audio clips

The Audio Script (Read it or record it)
Adrian: "Jessica, let's talk about those massive Taiko drums. They look ancient."
Jessica: "They are! Historically, craftsmen actually utilized **hollowed-out tree trunks** to create the base of the big drums. And while people think it's all about arm strength, to truly master the instrument, you have to involve your **entire body** to get the right sound."

Written Task Keyword	Audio Paraphrase (The "Trap")	The Answer
	"In the past"	*"Historically"*
"Made from"	*"Utilized... to create"*	Hollowed-out tree trunks
"To play... well"	*"To truly master"*	Entire body
"Must use"	*"You have to involve"*	Entire body

Teachers can use a table to show them how the "Keywords" changed between the **Audio** and the **Written Task.**

Teaching approaches for response skills (Paper 3A)

Answer Composition

- Composing answers in own words
- Ensuring correct grammar, lexis, and spelling in written responses

- **Sentence transformation** exercises
- **Paraphrasing exercises** with short audio clips

- **Gap-fills** targeting common errors
- **Error analysis** of past practice scripts

Suggested integration across key stages
(Listening skills – KS3 → KS4)

- **KS3 (Foundation Stage):**
  - Focus on **bottom-up** skills: decoding sounds, minimal pairs, function words
  - Introduce **prediction** and **contextual brainstorming** with short, familiar topics to relevant modules
  - Guided note-taking with teacher scaffolding
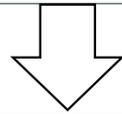
Planned removal of scaffolding

- **KS4:**
  - Emphasis on **top-down strategies**: inference, summarising, contextual mapping
  - Independent **note-taking with peer review** (to promote SDL in listening)
  - Practice with **varied style tasks** (e.g., different text types – interviews, news reports, podcasts, casual conversations, varied question formats – MCs, short answer, note-completion and summary writing)

Suggested integration across key stages
(Response skills – KS3 → KS4)

- **KS3 (Foundation Stage):**
  - Teach structured **note-taking templates** (columns, abbreviations)
  - **Scaffold answer** composition with sentence frames
  - **Grammar/ lexis reinforcement** through gap-fills and short writing tasks
  - Scaffolded note-taking templates, grammar reinforcement through gap-fills
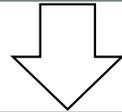
Planned removal of scaffolding

- **KS4:**
  - Transition to independent note-taking under timed conditions
  - Emphasise accuracy in grammar, spelling, and lexis in exam answers

Catering for diverse learning needs

- **We can support diverse learners by ensuring:**
- ➢ Multiple entry points into every task (e.g., text-based entry, prediction entry, collaborative entry)
- ➢ Adjustable levels of support (pace, repetition, scaffolding)
- ➢ Choice in tools and strategies (students choose the approach that works best for their learning style: Note-taking method, annotation style)
- ➢ Transparent success criteria for all (e.g. question-by-question criteria, sample answers, self assessment checklist)

Diversified modes of formative assessment

1. Student Presentations + Active Listening

Step 1: Student Presentations

- Students prepare and deliver short presentations (2-3 minutes) on a given topic (e.g., local, global issues, school life, hobbies) / students present a product review (e.g., mobile app, gadget, book)
- Presentations should have a clear structure: introduction, key points, conclusion
- Encourage varied delivery styles (formal, informal, persuasive) to expose listeners (their peers) to different registers.

Step 2: Active Note-Taking by Audience

- Audience members jot notes during the presentation
- Notes should capture:
    - **Gist** (main idea of the presentation/ review)
    - **Supporting details** (examples, statistics, product features, reasons)
    - **Implied meaning** (speaker's attitudes, stance, or purpose)

Diversified modes of formative assessment

1. Student Presentations + Active Listening

Step 3: Clarifying & Probing Questions

- After the presentation, each listener must raise one question based on their notes
- Types of questions:
  - Clarifying: "Did you mean the app is free only for basic features?"
  - Probing: "Why do you think exercising when it's still dark is better than later in the day?"

Step 4: Comprehension Check

- Teacher provides comprehension questions to verify listening accuracy
- Example tasks:
  - "What was the speaker's main reason for preferring morning exercise?"
  - "Which product features did the reviewer highlight?"
- Students answer using their notes, reinforcing the link between listening and answer composition

Diversified modes of formative assessment

2. Peer Assessment (Beyond the Exam)

In groups, students design a
marking scheme after
listening to a short podcast
recording

1

They must decide:
- what counts as essential information
- which spelling or accuracy errors are fatal

The role of metacognition: Students are thinking about their own thinking and understanding of what constitutes a good answer. This is an outcome of AaL.
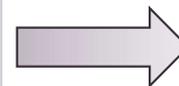
2

Apply Scheme (Peer Feedback)
- Groups exchange their completed notes from the podcast
- Each group marks the other's work using their own scheme
- They must justify their marks based on clarity and accuracy

3

Reflective Comparison
- Teacher shows e.g., an actual producer's summary/ transcript
- Class discussion:
  - Why were we stricter or more lenient than the producer?
  - What does this reveal about adequacy, accuracy, and fairness?

4

The Design Challenge

Topic: BBC 6 Minute English – Are plant-based substitutes healthier than meat?

1. Pre-listening activity
Goal: Reduce cognitive load by mapping the logic of the argument and predicting vocabulary before the audio starts.

Design an activity that prepares students for the *type* of thinking required, not just the topic (e.g., by activating vocabulary, predicting question types, and numbering elements before the recordings begins)

2. While-listening activity
Design a listening task with a specific focus on listening or response skills

3. Post-listening activity
Goal: Turn the task into a learning opportunity (Assessment as Learning).

Design a reflective activity that helps students analyse their own errors and develop a strategy for next time (e.g., students analyse why they missed something – vocabulary? qualifier? Multiple elements? – they develop self-awareness that transfers to the next task)

Designing effective learning and teaching activities

The Use of AI Tools

Listener factors

Working memory	L2 Proficiency	Metacognitive strategies	Anxiety

Tool Type	Application	Tips/ Prompts
Text-to-Speech	Generate authentic audio	*Tip:* **Adjust the stability and clarity** settings to make some speakers harder to understand, simulating the **"distorted"** or **"fast-paced"** nature of real exam audio.
Generative AI	Create scripts and tasks	*Tip:* Ask for a varied registers and discourse types. *Prompt:* "Write a 2-minute announcement **with distractor**, similar to HKDSE Part A."
Adaptive Learning Apps	Interactive practice with quizzes and embedded video tasks	*Tip:* Upload authentic listening clips and **insert MCQs or short-answer prompts.** *Prompt:* "**Insert 3 comprehension questions at key points** in this video to mimic HKDSE Part A tasks."

The Use of AI Tools

Tool Type	Application	Tips/ Prompts
AI Teaching Assistant	Lesson planning and resource creation AfL: Generate differentiated listening texts and questions AaL: Create self-assessment checklists and reflection prompts	*Prompt:* "Create a 40-minute **lesson plan** for S5 students **on listening for specific details**. Include: 5-minute warm-up activity, 10-minute pre-listening vocabulary task, 15-minute main listening task with 5 comprehension questions, 10-minute post- listening reflection. Topic: Health benefits of walking dogs." //"Create **three versions of the same listening comprehension questions for mixed-ability S4 class**: Version A (weaker students) – provide vocabulary support and simpler question wording: Version B (core students) – standard questions; Version C (advanced students) – include inference questions."

2025 HKDSE Paper 3A

Examiner's Report – Recommendation for Part A

"Candidates' answers need to **be clear** (i.e. with the correct choice of grammar, lexis and spelling), **be adequate** (i.e. that they include all of the essential details) and **be factually accurate**."

"All of this can only be achieved if candidates have an **ample knowledge of lexis related to a range of topics.**

Extensive reading is the most effective means in increasing one's active vocabulary and candidates should read widely and frequently to prepare even for this, a listening paper."

Resources on Listening

The China Current

- Features a wide range of issues
- Videos categorised with topics
- Subtitles available

Breaking News English Lesson

- Lesson plans based on current international news; gap-fill exercises and suggested speaking activities available
- Listening recordings at different speeds

Podcasts in English

- Free podcasts
- Graded materials
- Tapescripts and worksheets for paid members only

Listen a Minute

- Very short recordings on a range of topics
- Gap-filling tasks available
- Suitable for students at beginning level

RTHK In the Common Room

- Covers a range of topics of Ss' interests
- Discussion with students in 'Open Space'
- Exploring different topics in 'Power Up Your English'

BBC Learning English - 6 Minute English

- Interesting topics
- Updated every week
- Tapescripts available
- A list of target vocabulary in each episode

Resources on Listening

TED-Ed

- Suitable for Ss who have a relatively high command of English
- Talks of a wide range of topics, followed by questions, extended reading and discussion topics

BBC Audio/
The Straits Times Podcasts/
SCMP Podcasts

- Podcasts on a range of topics (e.g. news, lifestyle, business, showbiz)
- Tapescripts unavailable

1. Diagnose before you design

Use your own students' work & DSE examiner reports to identify specific weaknesses

Ask: What are my students struggling with? Is it multiple elements? Paraphrasing? Qualifying words? Vocabulary?

2. Match the strategy to the specific challenge

- Multiple elements → prediction & numbering
- Composing answers in own words → synonym brainstorming & flexibility practice
- Abstract concepts → vocabulary pre-teaching & concept building
- Single ideas → confidence building & automaticity

3. Pre-listening reduces cognitive load

Activate vocabulary, predict question types, number elements, and annotate question **before** the pressure begins.

4. Post-listening builds metacognition

Assessment as Learning → develop strategies

5. Use AI strategically to respond to diagnosed needs and listener factors

- Content repositories for ready-made practice
- AI assistants to generate targeted materials addressing your students' specific weaknesses

6. Build student metacognition

Teach students to ask:

"What did I miss? Why did I miss it? What will I do differently next time?"

Turning every listening task into a learning opportunity

Part 3: Assessing Integrated Skills

Understanding the language skills that are integrated in Paper 3B

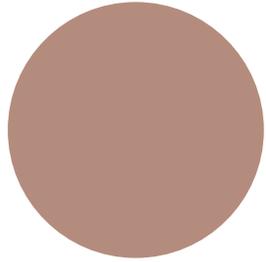Developing these language skills in a segregated manner

Integrating these language skills within and beyond the classroom

What language skills are integrated in Paper 3B?
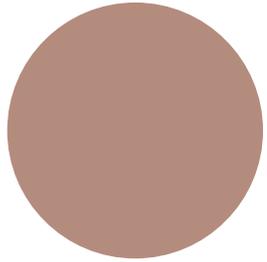
Let's wear our students' hat

What language skills do they need to apply at the following stages?
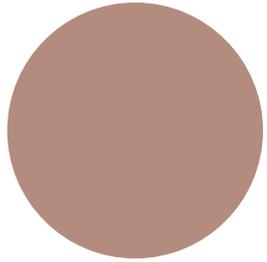
Pre-listening Stage

Reading Skills

➢ **Understanding the situation and instructions**

➢ **Identifying the purpose of writing, target audience and task requirements**
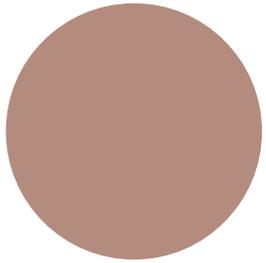
Pre-listening Stage

➢ **Scanning through the Data File (DF) to familiarise themselves with the overall context**
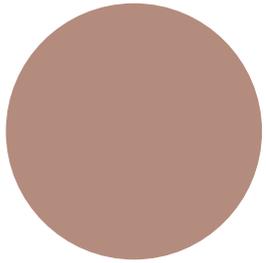
Pre-listening Stage

Listening Skill

➢ **Anticipating information on the recording**
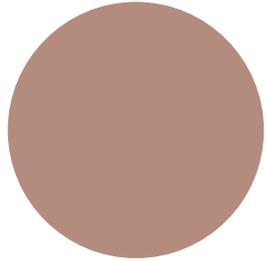
While-listening Stage

Listening Skills

➢ **Identifying main ideas by using semantic clues**

➢ **Extracting relevant information from spoken texts**

While-listening Stage

Listening Skills

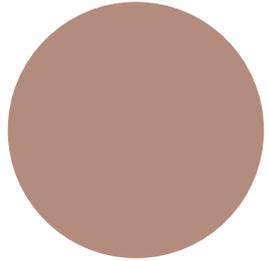➢ **Recording and organising information using some written and graphic forms**

Pre-writing Stage

Reading Skills

➢ **Extracting relevant information from the DF**

Pre-writing Stage

Reading Skills

➢ **Distinguishing between main ideas and supporting details**
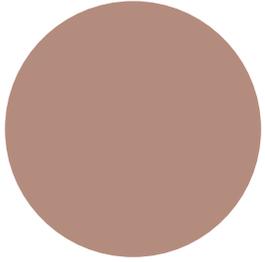
Pre-writing Stage

Reading Skills

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

Pre-writing Stage

Reading Skills

➢ **Interpreting different visual elements (e.g. images, graphical information) in the DF**
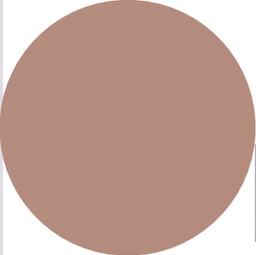
Pre-writing Stage

Reading Skills

➢ **Synthesising information within/across texts (including the listening input)**
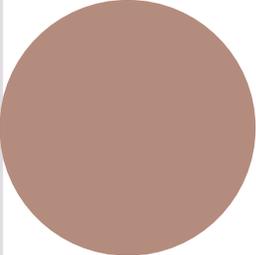
Pre-writing Stage

Reading Skills

➤ **Synthesising information within/across texts (including the listening input)**
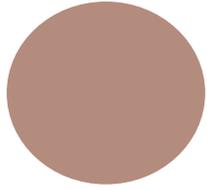
While-writing Stage

- ➢ **Using tone, style and register appropriate to the tasks**

- ➢ **Using text features appropriate to the tasks/genres**
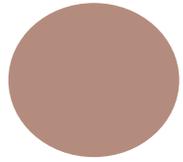
While-writing Stage

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

Let's put our teachers' hat back on

How do we help students develop these language skills?

◇

How to develop these language skills?

Skills

Strategies / Tools

Pre-listening
- **Understanding the situation and instructions**
- **Identifying the purpose of writing, target audience and task requirements**
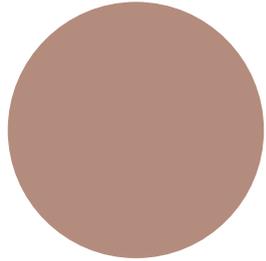
Pre-writing
- **Extracting relevant information from spoken and written texts**
- **Distinguishing between main ideas and supporting details**
- **Interpreting different visual elements (e.g. images, graphical information) in the DF**
- **Synthesising information within/across texts**

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

Discuss with your group:
- what strategies you have used to develop these language skills; and
- what tools are particularly useful in developing these language skills.

How to develop these language skills?

	Skills	Strategies
Pre-listening	• **Understanding the situation and instructions** • **Identifying the purpose of writing, target audience and task requirements**	1. Analysing the task 2. Understanding instructional language
Pre-writing	• **Extracting relevant information from spoken and written texts** • **Distinguishing between main ideas and supporting details**	3. Analysing paragraph structures 4. Recognising repetitions and indicators of importance
	• **Interpreting different visual elements (e.g. images, graphical information) in the DF**	5. Describing statistics and trends 6. Describing images and making associations
	• **Synthesising information within/across texts**	7. Annotating useful information
While-writing	• **Communicating target messages concisely and coherently using short phrases from the DF and own language**	8. Utilising cohesive devices 9. Applying grammar items 10. Paraphrasing and summarising information

How to develop these language skills?

	Skills	Strategies
Pre-listening	• **Understanding the situation and instructions** • **Identifying the purpose of writing, target audience and task requirements**	**1. Analysing the task** **2. Understanding instructional language**
Pre-writing	• Extracting relevant information from spoken and written texts • Distinguishing between main ideas and supporting details	3. Analysing paragraph structures 4. Recognising repetitions and indicators of importance
	• Interpreting different visual elements (e.g. images, graphical information) in the DF	5. Describing statistics and trends 6. Describing images and making associations
	• Synthesising information within/across texts	7. Annotating useful information
While-writing	• Communicating target messages concisely and coherently using short phrases from the DF and own language	8. Utilising cohesive devices 9. Applying grammar items 10. Paraphrasing and summarising information

1. Analysing the task

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?

Reading Text

Role	Elaine Cook, HR Manager
Audience	Those interested in the job and possessing the relevant qualifications
Format	Job advertisement ← Semi-formal
Topic	Inform potential candidates of the opening and the requirements

Informative, engaging

Writing Task

Role	S6 student
Audience	Ms Sandy Goldman/Dr Jeffrey Rowan/HR Manager
Format	Letter of application ← Formal
Topic	Explain why you are a suitable candidate (e.g. experience, qualifications)

Confident, persuasive, professional

2. Understanding instructional language

Explicit teaching of instructional words

List of common instructional words in the Data File

Instructional words	Instructions about ...	Example	Taken from ...
Write	Text type	... **write** a follow-up email to the participants	2024
Complete		... **complete** the internal incident report ...	2024
Draft		... **draft** a script for a YouTube advertisement ...	2024
Respond to		... **respond to** the email ...	2022
Refer to	Reference	... **refer to** the recording of the Zoom meeting ...	2024
Attach		I've **attached** the guidelines ...	2024
Make sure it sounds ...	Purpose/Tone	**Make sure it sounds** fun and exciting!	2024
Promote		... draft a script for a YouTube advertisement **promoting** the Adventure Fishing Tour.	2024
Recommend		... to **recommend** training courses for the coming year.	2023
Discuss		In the speech, Ms Fong would like to **discuss** 3D projection technology, ...	2022
Mention	Content	... have to **mention** that there will be a break from the Tour on Christmas Day.	2024
Keep		... **keep** that in the promotions.	2024
Acknowledge		Make sure you **acknowledge** and explain William's mistake ...	2023
Cover		... should **cover** factual information ...	2024
Include		... should **include** the following to ensure ...	2024
Explain		... will be happy if you **explain** how this will enhance the customer experience.	2024
Present		... should clearly **present** the results ...	2024

How to develop these language skills?

	Skills	Strategies
Pre-listening	• Understanding the situation and instructions • Identifying the purpose of writing, target audience and task requirements	1. Analysing the task 2. Understanding instructional language
Pre-writing	• **Extracting relevant information from spoken and written texts** • **Distinguishing between main ideas and supporting details**	**3. Analysing paragraph structures** **4. Recognising repetitions and indicators of importance**
Pre-writing	• Interpreting different visual elements (e.g. images, graphical information) in the DF	5. Describing statistics and trends 6. Describing images and making associations
Pre-writing	• Synthesising information within/across texts	7. Annotating useful information
While-writing	• Communicating target messages concisely and coherently using short phrases from the DF and own language	8. Utilising cohesive devices 9. Applying grammar items 10. Paraphrasing and summarising information

3. Analysing paragraph structures

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:

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

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

www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Academic-Eng/Chapter%205_T.pdf

4. Recognising repetitions and indicators of importance

Recognising repetitions

4. Recognising repetitions and indicators of importance

Recognising indicators of importance

Words

- Crucial
- Essential
- Significant
- Vital
- Pivotal
- Key
- Paramount
- Critical
- Fundamental
- Indispensable

Phrases

- Of utmost importance
- Highly significant
- A top priority
- Must-have
- Invaluable to
- Central to
- A matter of great concern
- Of great consequence
- A critical factor
- Essential component
- Who can forget
- Of course
- It goes without saying
- Needless to say
- Make no mistake
- Without a doubt
- Clearly
- It's worth noting
- Certainly
- It's vital to understand
- Undoubtedly
- Let's not overlook

How to develop these language skills?

	Skills	**Strategies**
Pre-listening	• Understanding the situation and instructions • Identifying the purpose of writing, target audience and task requirements	1. Analysing the task 2. Understanding instructional language
Pre-writing	• Extracting relevant information from spoken and written texts • Distinguishing between main ideas and supporting details	3. Analysing paragraph structures 4. Recognising repetitions and indicators of importance
	• **Interpreting different visual elements (e.g. images, graphical information) in the DF**	**5. Describing statistics and trends** **6. Describing images and making associations**
	• Synthesising information within/across texts	7. Annotating useful information
While-writing	• Communicating target messages concisely and coherently using short phrases from the DF and own language	8. Utilising cohesive devices 9. Applying grammar items 10. Paraphrasing and summarising information

5. Describing statistics and trends

Useful expressions

Describing Statistics

Academic Use of English

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%	22%	25%	33%
a/one fifth (1/5)	slightly over one fifth	a/one quarter (1/4)	about a/one third

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

Example

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.

Do you like the new movie?
No idea 16%, No 20%, Yes 64%

Describing Trends

Academic Use of English

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
DEGREE: 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.

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

6. Describing images and making associations

Examples

Objects	Associations/Connotations
Icy peak in the sun	Diamond
Wall	Loneliness / Exclusion
Bridge	Connection / Transition
Mirror	Reflection / Self-awareness
Door(s)	Opportunity / Choice
Key	Access / Control
Candle	Warmth / Fragility

How to develop these language skills?

|	Skills	Strategies
Pre-listening	• Understanding the situation and instructions • Identifying the purpose of writing, target audience and task requirements	1. Analysing the task 2. Understanding instructional language
Pre-writing	• Extracting relevant information from spoken and written texts • Distinguishing between main ideas and supporting details	3. Analysing paragraph structures 4. Recognising repetitions and indicators of importance
Pre-writing	• Interpreting different visual elements (e.g. images, graphical information) in the DF	5. Describing statistics and trends 6. Describing images and making associations
Pre-writing	• **Synthesising information within/across texts**	**7. Annotating useful information**
While-writing	• Communicating target messages concisely and coherently using short phrases from the DF and own language	8. Utilising cohesive devices 9. Applying grammar items 10. Paraphrasing and summarising information

7. Annotating useful information

a. Highlighting

b. Making marginal notes

c. Using symbols
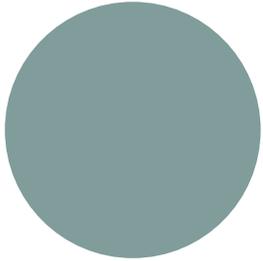
7. Annotating useful information

Table

Problem	Flooding the kitchen	Not washing hands after chopping raw chicken	Using same towel to dry raw chicken and face
Reason	-X turning off kitchen tap -Automatic → manual tap	Parts of video edited out	-Clean tea towel -All towels look the same

How to develop these language skills?

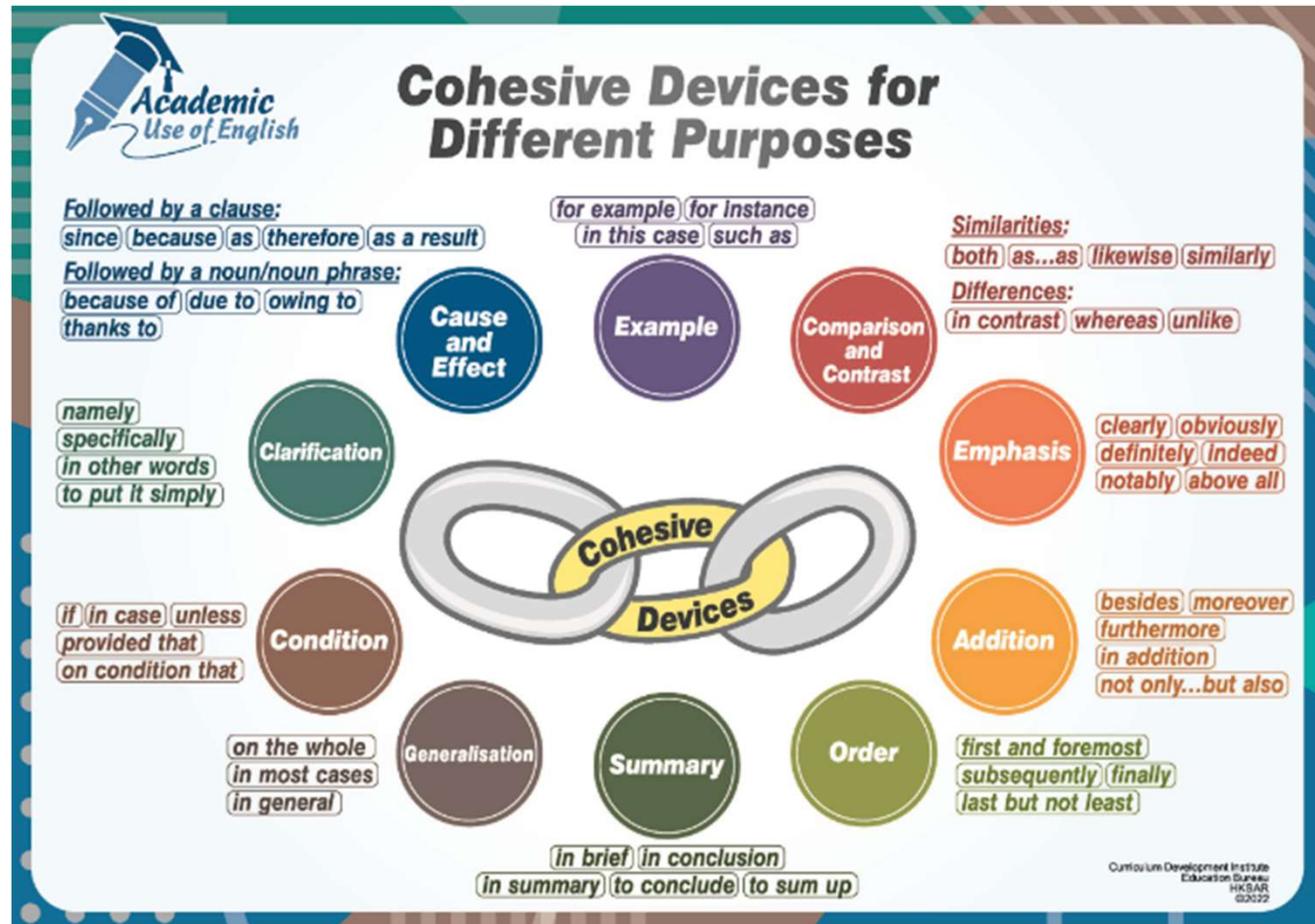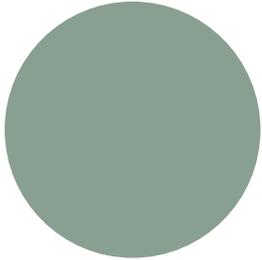|	Skills	Strategies
Pre-listening	• Understanding the situation and instructions • Identifying the purpose of writing, target audience and task requirements	1. Analysing the task 2. Understanding instructional language
Pre-writing	• Extracting relevant information from spoken and written texts • Distinguishing between main ideas and supporting details	3. Analysing paragraph structures 4. Recognising repetitions and indicators of importance
	• Interpreting different visual elements (e.g. images, graphical information) in the DF	5. Describing statistics and trends 6. Describing images and making associations
	• Synthesising information within/across texts	7. Annotating useful information
While-writing	• **Communicating target messages concisely and coherently using short phrases from the DF and own language**	**8. Utilising cohesive devices** **9. Applying grammar items** **10. Paraphrasing and summarising information**

8. Utilising cohesive devices

Highlighting the communicative functions of these cohesive devices

Cohesive Devices for Different Purposes

Academic Use of English

Followed by a clause:
since · because · as · therefore · as a result
Followed by a noun/noun phrase:
because of · due to · owing to · thanks to

Cause and Effect

for example · for instance · in this case · such as

Example

Similarities:
both · as…as · likewise · similarly
Differences:
in contrast · whereas · unlike

Comparison and Contrast

namely · specifically · in other words · to put it simply

Clarification

clearly · obviously · definitely · indeed · notably · above all

Emphasis

Cohesive Devices

if · in case · unless · provided that · on condition that

Condition

besides · moreover · furthermore · in addition · not only…but also

Addition

on the whole · in most cases · in general

Generalisation

Summary

Order

first and foremost · subsequently · finally · last but not least

in brief · in conclusion · in summary · to conclude · to sum up

Curriculum Development Institute
Education Bureau
HKSAR
©2022

9. Applying grammar items

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

Highlighting the communicative functions of grammar items
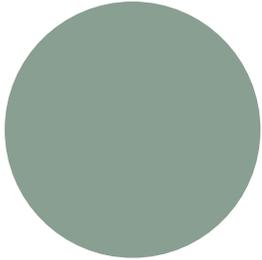
10. Paraphrasing and summarising information

4a: Paraphrasing

Paraphrasing means rephrasing the ideas in a source in your own words, keeping or slightly condensing the details in the original source. To paraphrase a text, follow the steps below:

1. Read the original text carefully and take brief notes.
2. Put aside the original text and rewrite the text using your own words.
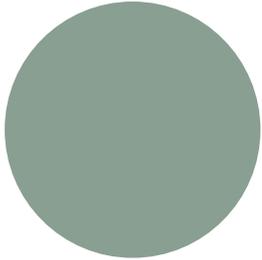3. Acknowledge the source of the original text where appropriate.

Different ways to paraphrase sentences:

a. Changing parts of speech and/or word order
b. Changing the voice
c. Combining sentences with appropriate cohesive devices

Retain content words

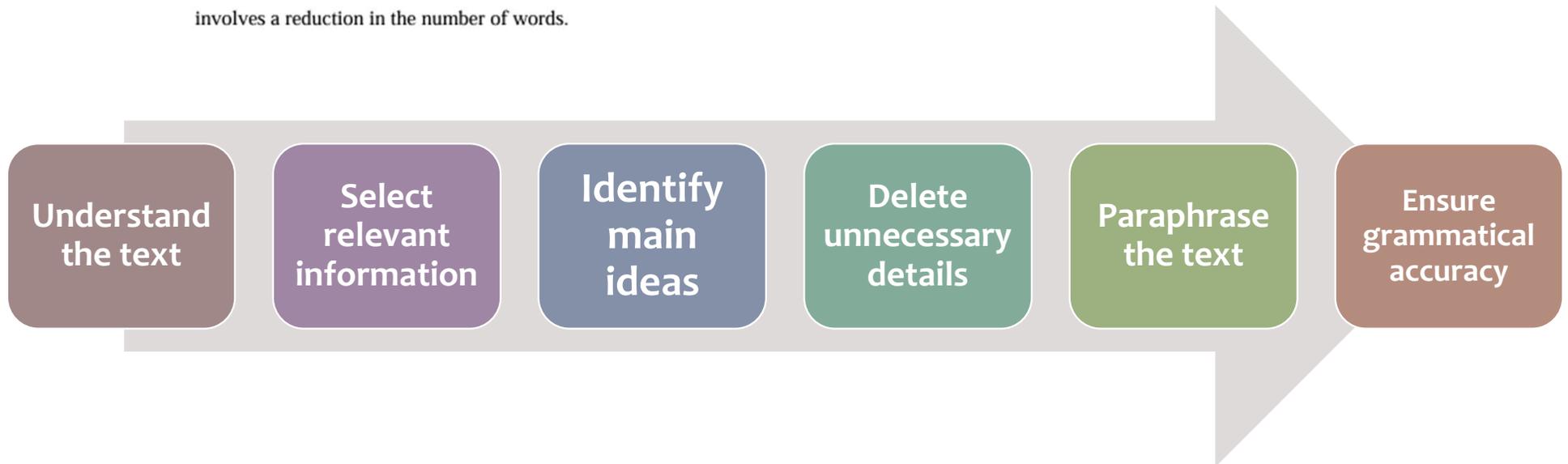Level of formality

Tone & Style

Coherence

10. Paraphrasing and summarising information

4b: Summarising

A **summary** is a condensed version of the original text. It is similar to a paraphrase but the former is shorter. **Summarising** involves the compression of a large amount of information into a shortest possible text. All the paraphrasing strategies can also be applied to summarising although the latter involves a reduction in the number of words.

| Understand the text | Select relevant information | Identify main ideas | Delete unnecessary details | Paraphrase the text | Ensure grammatical accuracy |

10. Paraphrasing and summarising information

(i) Using synonyms or words with similar meanings

Example 1

Original text:

Deforestation involves change of forest land to farms or urban use. According to the data in Chart A, agriculture causes about 80% of deforestation and a large number of trees have been cut down for growing crops.

Paraphrased version:

Deforestation involves conversion of forest land to farms or urban use. According to the data in Chart A, agriculture leads to ... quantity of trees have been felled for gr...

Notes: When applying this technique, ... words that are synonyms can be used in ...

Example 2

Original text:

The new policy further worsens the traf...

Paraphrased version:

The traffic congestion further deteriora...

Notes: The words "worsens" and "deter..." be used as a transitive verb (i.e. a verb t... verb not taking any object) and the lat... sentence ("the traffic congestion") has ... the intransitive verb ("deteriorates") is ...

Example 3

Original text:

The price of oil soars because of the instability in the Middle East.

Paraphrased version:

The price of oil escalates because of the instability in the Middle East.

Notes: In this example, "escalates" is a better choice than "increases" or "rises" as the former means "increases rapidly" while the latter two just mean "goes up".

(ii) Changing parts of speech and/or word order

Example:

Original text:

There was evidence that the refugees were treated unfairly.

Paraphrased version 1:

There was evidence of unfair treatment of the refugees.

Paraphrased version 2:

Unfair treatment of the refugees was evident.

Notes: Nouns/noun phrases are often used in academic writing, so changing a(n) verb/adjective into a noun/noun phrase is a common way of paraphrasing. However, when changing the part of speech of a word, the word order may need to be changed.

Original text:

The factories could continue to operate so long as the resources were available.

Paraphrased version:

The availability of the resources allowed the continued operation of the factories.

Practice

Activity 1

Choose the best answer for each blank to paraphrase the original sentences provided.

1. South America has great mineral wealth. It is about 20% of the world's iron ore. South America also has large quantities of oil and natural gas.

South America has great mineral **(a.)**. It has about **(b.)** of the world's iron ore. South America also has large **(c.)** of oil and natural gas.

(a.) ☐ A. fortune
    ☑ B. resources
    ☐ C. goods
    ☐ D. luxury

(b.) ☐ A. one-fou...
    ☐ B. one-fo...
    ☐ C. one-five
    ☑ D. one-fift...

2. Egypt reached the pinnacle of its power i... of slow decline. A number of foreign the Persians, attacked or occupied Egypt. it fell to the Roman Empire.

After reaching its **(a.)** in power in the course of its history, Egypt **(b.)** by a... the Assyrians, as well as the Persians, and it was conquered by the Roman Empire.

(a.) ☑ A. peak
    ☐ B. climax
    ☐ C. best
    ☐ D. ceiling

(b.) ☑ A. was inva...
    ☐ B. invaded
    ☐ C. ruined o...
    ☐ D. was atta...

Practice

Activity 3

Summarise the following sentences using any appropriate strategies.

1. Tropical cyclones in the Philippines can occur any time of the year, with the months of June to September being the most active. Approximately 20 tropical cyclones enter the Philippine Area of Responsibility yearly, an area which incorporates parts of the Pacific Ocean and the Philippine Archipelago (with the exception of Tawi-Tawi province).

Suggested answer:

About 20 tropical cyclones hit the Philippines any time of the year.

2. The import of chicken, goose and duck meat has to be suspended after Thailand reported an outbreak of highly pathogenic H5 bird flu earlier this week.

Suggested answer:

The import of poultry meat has to be suspended because of the outbreak of bird flu in Thailand.

3. Vincent van Gogh was a Dutch Post-Impressionist painter who posthumously became one of the most famous and influential figures in Western art history. In a decade, he created about 2,100 artworks, including around 860 oil paintings, most of which date from the last two years of his life. They include landscapes, portraits and self-portraits, and are characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art. Not commercially successful, he struggled with severe depression and poverty, eventually leading to his suicide at the age of thirty-seven.

Suggested answer:

Vincent van Gogh, a Dutch Post-Impressionist painter who killed himself, was an important figure in art history whose works are characterised by the use of vibrant colours and expressive brushwork.

Academic Use of English RESOURCE PACK

How to develop these language skills?

	Skills	Strategies
Pre-listening	• Understanding the situation and instructions • Identifying the purpose of writing, target audience and task requirements	1. Analysing the task 2. Understanding instructional language
Pre-writing	• Extracting relevant information from spoken and written texts • Distinguishing between main ideas and supporting details	3. Analysing paragraph structures 4. Recognising repetitions and indicators of importance
Pre-writing	• Interpreting different visual elements (e.g. images, graphical information) in the DF	5. Describing statistics and trends 6. Describing images and making associations
Pre-writing	• Synthesising information within/across texts	7. Annotating useful information
While-writing	• Communicating target messages concisely and coherently using short phrases from the DF and own language	8. Utilising cohesive devices 9. Applying grammar items 10. Paraphrasing and summarising information

How to develop these language skills?

—◇—

Fostering **holistic planning**
to ensure the **progressive development** of students' integrated skills
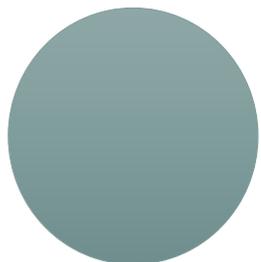
How to develop these language skills?

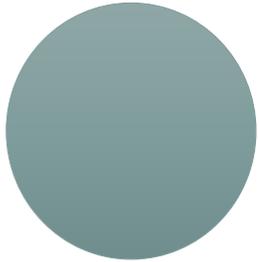# How to develop these language skills?

Discuss with your group:
- what learning and teaching materials/activities you have used to help students integrate and develop these language skills

What about the integrated tasks in Practice Books?

- 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 a text in a textbook unit and supplement it with some short texts.

2. Design a short writing task where students can apply the target language skills while presenting the content points

Example

Step 1: Locate a suitable text in a textbook unit

Text 1

Example

Step 2: Analyse the text

Reading Text

Role	Grace Ma, a Secondary 3 student
Audience	Principal Lam
Format	Letter of proposal
Topic	Persuade the principal to support the bidding for a stall at the Lunar New Year Fair
Register	Formal
Tone	Informative, persuasive
Content	Date, venue, theme of the booth, advertising campaign (e.g. slogan), budget, source of funding

Step 4: Identify missing gaps
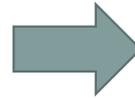
Step 3: Brainstorm a mini-integrated task

Mini-integrated Task

Role	Grace Ma, a Secondary 3 student
Audience	Schoolmates
Format	Promotional video script
Topic	Encourage schoolmates to patronise the photo booth at the Lunar New Year Fair
Register	Informal
Tone	Informative, engaging
Content	Date, venue, theme of the booth, products and activities at the booth, reasons why schoolmates should not miss it, slogan

Example

Text 2

Extracting relevant information from written texts

Conversation Between Attendees of Past Lunar New Year Fair	
Emily:	Look at this photo booth! It's so colourful. Have you seen all the props?
Tom:	Yeah, I love it! The <mark>dragon masks</mark> are hilarious. We should take some silly photos.
Emily:	Definitely! And look over there, they've got those <mark>huge red lanterns</mark> too. It's perfect for Lunar New Year.
Tom:	I think we could use one of those in our picture. It'll be really festive!
Emily:	Good idea! Let's try to make a funny face while holding the lanterns.
Tom:	Right! No serious faces allowed! How about we <mark>do a jumping shot</mark> as well?
Emily:	Sounds great. But I might crash into you if I jump too high!
Tom:	Haha, I'll catch you! Okay, let's grab some props first.
Emily:	Ooh, I want the <mark>big gold coins</mark>! They'll look awesome with my outfit.
Tom:	Perfect choice! I'll get a couple of those <mark>giant lucky cat hats</mark>. They're brilliant.
Emily:	That'll be so funny! This is going to be an amazing memory for us.
Tom:	For sure! Alright, let's set up the timer and get ready to leap!
Emily:	One, two, three... Jump!

A Travel Magazine Article about Lunar New Year Fair

The Lunar New Year Fair is an exciting event filled with colourful stalls and an array of activities. Among these, the photo booth is an especially eye-catching feature that you shouldn't miss. It offers a unique opportunity to ==capture memorable moments with friends amidst the lively festivities==.

At the fair, there are numerous stalls selling everything from handmade crafts to sumptuous food. These stalls are often run by local students with an entrepreneurial spirit, eager to share their talents and creativity. You might even stumble upon a fascinating auction where you can bid on beautiful items.

Besides the photo booth, take some time to browse through the stalls. You're likely to find exclusive items at a special discount. This fair isn't just about shopping; it's about experiencing the vibrant culture and traditions of the Lunar New Year. Make sure to capture the moment with a photo; after all, it will be ==a keepsake of a day full of fun and joy==.

Extracting relevant information from written texts

Distinguishing between main ideas and supporting details

Online Forum – "Photo Booth at Lunar New Year Fair – Love it, or Loathe it?"	
Liam:	I think we should totally get people to join the photo booth, it's so much fun! Last year at school, we had a similar event, and everyone loved taking silly pictures together. ==It brought us all closer, and I made loads of new friends== because of it, so I reckon the photo booth can do the same again this year!
Maya:	Honestly, I'm not really sure about the photo booth idea. I mean, it could be cool, but what if nobody shows up? Like, I've seen stuff like this before, and sometimes it just ends up feeling awkward. I guess I'll have to wait and see how it goes, but I'm a bit hesitant right now.
Jake:	I'm not keen on the idea of the photo booth at all. It just seems kind of pointless to me, you know? When I went to a fair with my family last year, there were lots of fun games and activities, and we completely skipped the photo bits because they just didn't seem interesting. I think we should focus on more exciting things instead.
Alsha:	Oh my gosh, the photo booth is such a brilliant idea! It really ==gets everyone in the festive spirit==, and I remember last year when I took a picture with all my friends, we were laughing so much that I started crying! ==Those moments are precious==, and I think it would be ==amazing to capture that happiness== again!

Step 6: Providing the instruction for students

Text 1

Dear Grace,
You may promote your New Year photo booth on Campus TV. Please draft a promotional video script which includes the date and venue of the Lunar New Year Fair, the theme of the booth, and what can be done at the booth. Also include why students shouldn't give it a miss. By the way, I quite like the green ticket and the slogan on it. Maybe you can end the video with that slogan.

All the best
Principal Lam

Text 2

Conversation Between Attendees of Past Lunar New Year Fair	
Emily:	Look at this photo booth! It's so colourful. Have you seen all the props?
Tom:	Yeah, I love it! The dragon masks are hilarious. We should take some silly photos.
Emily:	Definitely! And look over there, they've got those huge red lanterns too. It's perfect for Lunar New Year.
Tom:	I think we could use one of those in our picture. It'll be really festive!
Emily:	Good idea! Let's try to make a funny face while holding the lanterns.
Tom:	Right! No serious faces allowed! How about we do a jumping shot as well?
Emily:	Sounds great. But I might crash into you if I jump too high!
Tom:	Haha, I'll catch you! Okay, let's grab some props first.
Emily:	Ooh, I want the big gold coins! They'll look awesome with my outfit.
Tom:	Perfect choice! I'll get a couple of those giant lucky cat hats. They're brilliant.
Emily:	That'll be so funny! This is going to be an amazing memory for us.
Tom:	For sure! Alright, let's set up the timer and get ready to leap!
Emily:	One, two, three... Jump!

Text 3

A Travel Magazine Article about Lunar New Year Fair
The Lunar New Year Fair is an exciting event filled with colourful stalls and an array of activities. Among these, the photo booth is an especially eye-catching feature that you shouldn't miss. It offers a unique opportunity to capture memorable moments with friends amidst the lively festivities.
At the fair, there are numerous stalls selling everything from handmade crafts to sumptuous food. These stalls are often run by local students with an entrepreneurial spirit, eager to share their talents and creativity. You might even stumble upon a fascinating auction where you can bid on beautiful items.
Besides the photo booth, take some time to browse through the stalls. You're likely to find exclusive items at a special discount. This fair isn't just about shopping; it's about experiencing the vibrant culture and traditions of the Lunar New Year. Make sure to capture the moment with a photo; after all, it will be a keepsake of a day full of fun and joy.

Text 4

Online Forum – "Photo Booth at Lunar New Year Fair – Love it, or Loathe it?"	
Liam:	I think we should totally get people to join the photo booth, it's so much fun! Last year at school, we had a similar event, and everyone loved taking silly pictures together. It brought us all closer, and I made loads of new friends because of it, so I reckon the photo booth can do the same again this year!
Maya:	Honestly, I'm not really sure about the photo booth idea. I mean, it could be cool, but what if nobody shows up? Like, I've seen stuff like this before, and sometimes it just ends up feeling awkward. I guess I'll have to wait and see how it goes, but I'm a bit hesitant right now.
Jake:	I'm not keen on the idea of the photo booth at all. It just seems kind of pointless to me, you know? When I went to a fair with my family last year, there were lots of fun games and activities, and we completely skipped the photo bits because they just didn't seem interesting. I think we should focus on more exciting things instead.
Aisha:	Oh my gosh, the photo booth is such a brilliant idea! It really gets everyone in the festive spirit, and I remember last year when I took a picture with all my friends, we were laughing so much that I started crying! Those moments are precious, and I think it would be amazing to capture that happiness again!

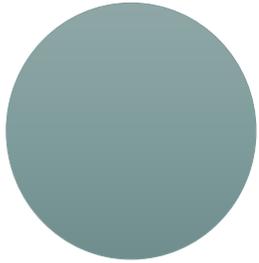# Now try your hands at designing a mini-integrated task

Work with your group:

- Brainstorming another mini-integrated task based on this text;
- Identifying the missing gaps;
- Creating other texts to fill the missing gaps; and
- Providing the instruction for students

Complete **Steps 3 to 6** in the Activity Sheet; and post your ideas ☺

Design the task with target language skills in mind!

What skills have been developed through the mini-integrated task?

Skills

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

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

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

Photo Booth Ideas for Lunar New Year Fair

What to offer at the photo booth

- Instant photo prints with CNY frames
- Props for photos
- Prop baskets near the booth

Activities at the photo booth

- Creative photo contest

Why schoolmates should not miss the photo booth

- Make CNY memories with friends
- Tell them about props, custom frames, a shot at winning the creative photo contest
- Mix of tradition and fun
- Be part of the celebration

Mini-integrated Task

Role	**Grace Ma, a Secondary 3 student**
Audience	**Schoolmates**
Format	**Promotional video script**
Topic	**Encourage schoolmates to patronise the photo booth at the Lunar New Year Fair**
Register	**Informal**
Tone	**Informative, engaging**
Content	**Date, venue, theme of the booth, products and activities at the booth, reasons why schoolmates should not miss it, slogan**

Step 1: Search "AI podcast generator"

Step 2: Enter the prompt

Generate a podcast with two students discussing 1) products to be sold and activities to be done at a photo booth at a Lunar New Year Fair that will be held in Kwun Tong, Hong Kong; and 2) the reasons why schoolmates should not miss the photo booth.

During their discussion, they should have some **disagreement**. And when they agree, they should **repeat or rephrase** why they do. They should **reach a consensus before moving on to discuss the other items**.

Step 3: Make edits

Step 4: Download/Share the podcast for use

**Authentic texts are also useful materials
for developing mini-integrated tasks** ☺

Pamphlet

Newspaper article

Social media post

Webpage

School newsletter

Announcement

Tapping community resources and providing opportunities for students to purposefully apply integrated skills after life-wide learning activities

Catering for learner diversity

- Collecting useful information in the community
- Performing learning tasks

Authentic data from students

Authentic Information texts

Adapted from:
https://cd1.edb.hkedcity.net/cd/languagesupport/images/act_highlights/2223/02/Attachment_7.pdf

Tapping community resources and providing opportunities for students to purposefully apply integrated skills after life-wide learning activities

Catering for learner diversity

Task 1:
"First, write **a post on Instagram or Facebook** introducing a place in Kowloon City that you like best … But if you don't feel like writing a social media post, you can choose to write **a feature article** for the school magazine about Kowloon City Wet Market."

Task 2:
"Second, I would like you to write **a report** about the cultural tour of Kowloon City."

Task 3:
"Last, write **a letter to the editor of the Young Post** about the Kai Tak Road / Sa Po Road redevelopment plan."
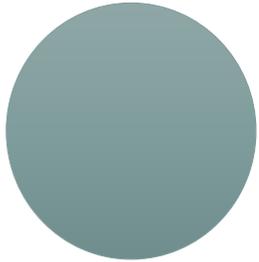
Authentic instructions from teacher

- **Performing authentic integrated tasks**

Adapted from:
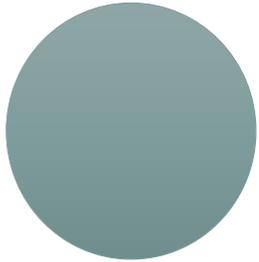https://cd1.edb.hkedcity.net/cd/languagesupport/images/act_highlights/2223/02/Attachment_7.pdf

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

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

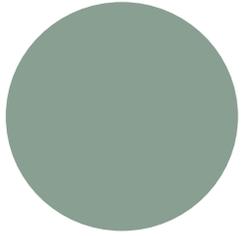Communicating messages coherently and concisely

Organisational hierarchy
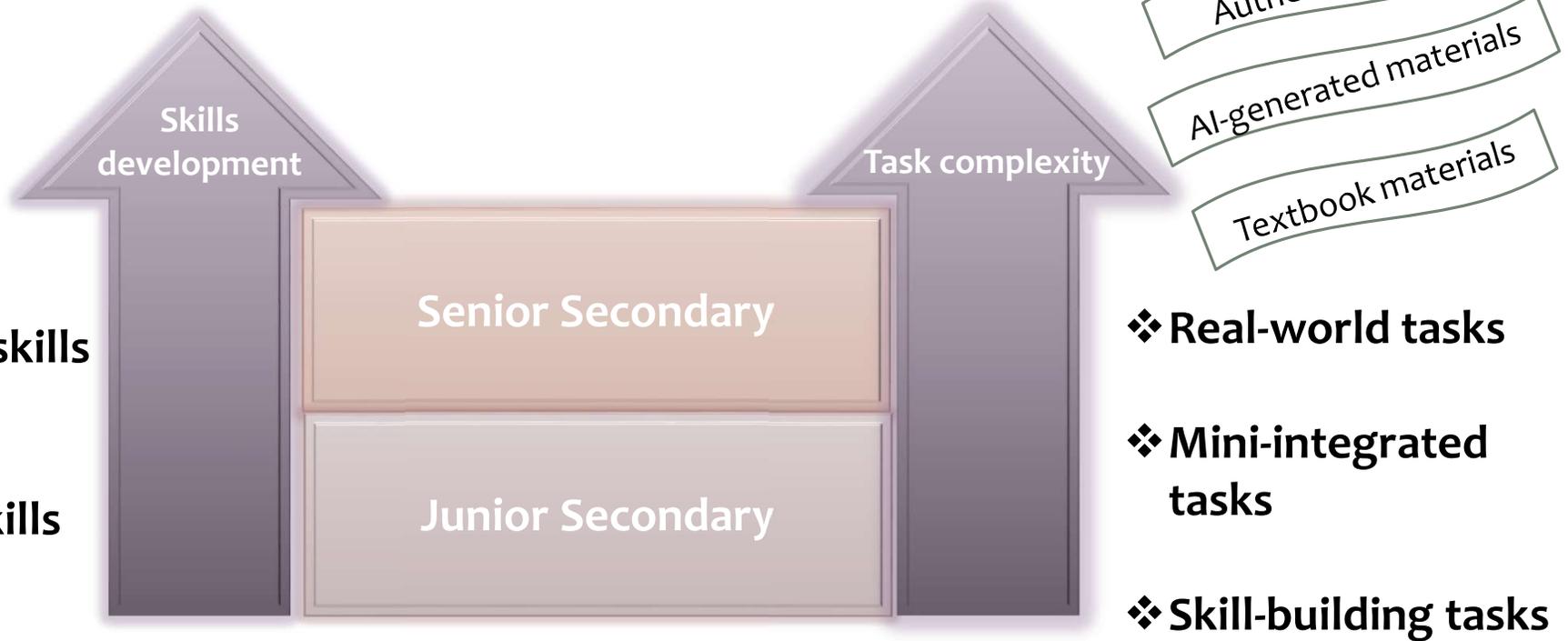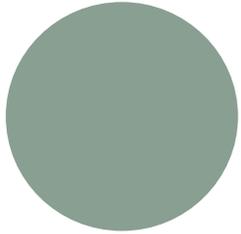
Situational awareness

Tact and diplomacy

Summary

Re-configuring assessment practices

Fostering holistic curriculum planning

Skills development

Task complexity

Senior Secondary

Junior Secondary

Community resources

Authentic texts

AI-generated materials

Textbook materials

❖ **Integrated skills**

❖ **Segregated language skills**

❖ **Real-world tasks**

❖ **Mini-integrated tasks**

❖ **Skill-building tasks**

Re-configuring assessment practices

Focusing on skills development instead of scores

Task completion table

Language skills checklist

- ☐ Synthesising information within/across texts
- ☐ Distinguishing between main ideas and supporting details
- ☐ Extracting relevant information from written texts
- ☐ Synthesising information within/across texts
- ☐ Synthesising information within/across texts
- ☐ Synthesising information within/across texts

- ☐ Extracting relevant information from written texts
- ☐ Extracting relevant information from spoken texts

- ☐ Communicating target messages concisely and coherently using short phrases from the DF and own language:
  - ☐ paraphrasing information to enhance appropriateness
  - ☐ summarising information to reduce redundancy
  - ☐ connecting information to improve readability

Task completion	**?** / 8
Language	**?** / 5
Appropriacy	**?** / 2
Organisation	**?** / 2

Self- and peer assessment

Quality feedback

Follow-up tasks
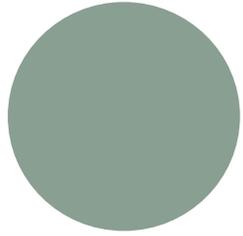
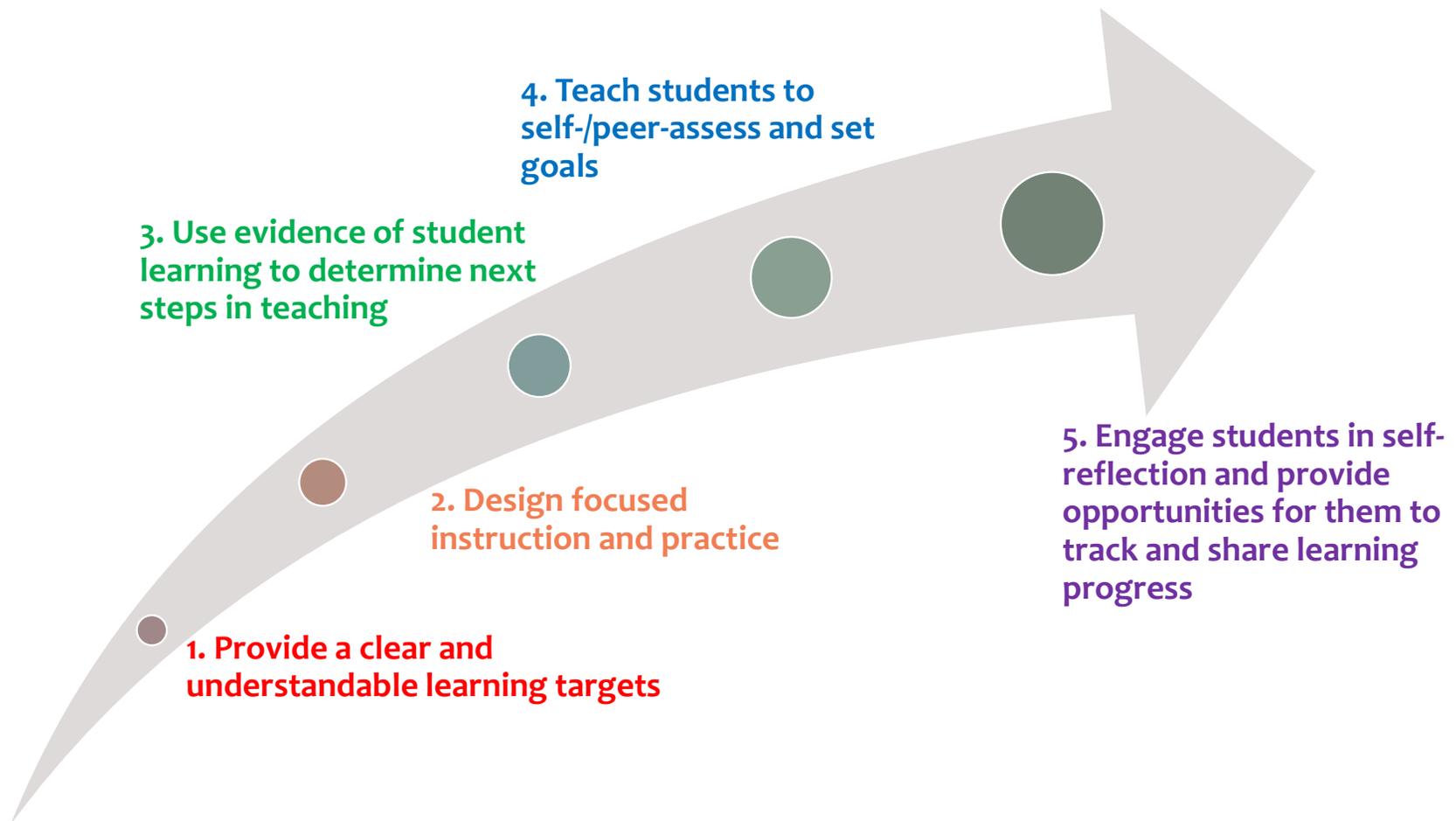# Re-configuring assessment practices

Focusing on students' learning experience

Conclusion

Five Strategies of Formative Assessment

4. Teach students to self-/peer-assess and set goals

3. Use evidence of student learning to determine next steps in teaching

2. Design focused instruction and practice

5. Engage students in self-reflection and provide opportunities for them to track and share learning progress

1. Provide a clear and understandable learning targets

149

"Assessment" originates from the Latin term "assidere", which means to sit beside.

✓ Provide **support** for growth

× Deliver a **judgement**