

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

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

### Underlying Principles

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.
2. Learners are exposed to a variety of text types and listening purposes (e.g. listening for academic development, listening for interactive conversational exchanges, listening for enjoyment) in preparation for real life applications.
3. Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts (e.g. radio programmes, audio books) delivered in familiar and less familiar accents, could be gradually introduced to help learners become familiar with the characteristics of spoken English (e.g. overlapping turns, hesitations, redundancy).
4. The development of some basic listening strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example,
  - being attentive,
  - activating prior knowledge,
  - anticipating the likely development of spoken texts, and
  - being selective while listening (e.g. discriminating relevant from irrelevant information based on individual circumstances or task requirements).
5. The interplay between tasks and texts is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding of the texts. In principle, task demand increases with text complexity as learners progress in the development of listening skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners' confidence, and difficult tasks for simple texts to stretch their abilities.
6. Classroom interactions are crucial to the development of listening skills and strategies, particularly at the early stage of learning. Teacher support is essential to helping learners process the text and demonstrate their understanding during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

ATM = Attainment Milestone

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

**NB**

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