

EFFECTIVE ASSESSMENT PRACTICES IN THE ENGLISH LANGUAGE CURRICULUM

English Language Education Section
Curriculum Development Institute
EDB
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Warm up - How far do **you** agree?

- It's the students' responsibility to **keep track of their own progress.**
- Students only care about the **results**, not **why they get the marks and how to improve.**
- **Process-writing is time-consuming and unrealistic.**
- **Practice makes perfect.** The **more comprehension and compositions** students do, the **better their reading and writing skills.**

Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly agree 5
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Objectives

To discuss the role of assessment in the LTA cycle

To raise awareness of strategies for implementing formative assessment

* To explore effective strategies for implementing assessment FOR and AS learning to enhance self-directed learning

To provide hands-on activities on designing assessment activities to promote AaL

Rundown

Part 1: Key concepts

Part 2: Strategies for designing quality items/tasks and implementing AfL & AaL in reading assessment

Part 3: Strategies for implementing AfL & AaL in writing assessment

Part 4: Consolidation

Part 1: Key Concepts

Extending from AfL to AaL -- Empowering students to monitor & evaluate own progress

Summative	AoL	<ul style="list-style-type: none"> • describes the level students have attained • shows what they know/can do over a period of time • gives an overview of previous learning for reporting purposes
Formative	AfL	<ul style="list-style-type: none"> • integrates assessment into learning & teaching • assists students to understand what they are learning, what they have attained, what is expected of them • helps teachers collect learning evidence to provide timely feedback & refine teaching strategies
	AaL	<ul style="list-style-type: none"> • engages students in reflecting on & monitoring their progress of learning • involves students in regulating the learning process, evaluating their own performance against the learning goals & planning for the next step in learning

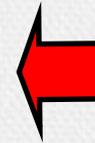
Learning, Teaching and Assessment Cycle

Goals

Process

Attainment

What students are expected to learn



What students can do as a result

**Five Keys
to
Quality
Assessment**

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graph TD; A[Five Keys to Quality Assessment] --- B[Identify the Purpose]; A --- C[Clarify the Targets]; A --- D[Design quality items/tasks]; A --- E[Provide Effective Feedback]; A --- F[Involve Students];
```

**Identify
the
Purpose**

**Clarify
the
Targets**

**Design quality
items/tasks**

**Provide
Effective
Feedback**

**Involve
Students**

Unpacking **Formative Assessment**

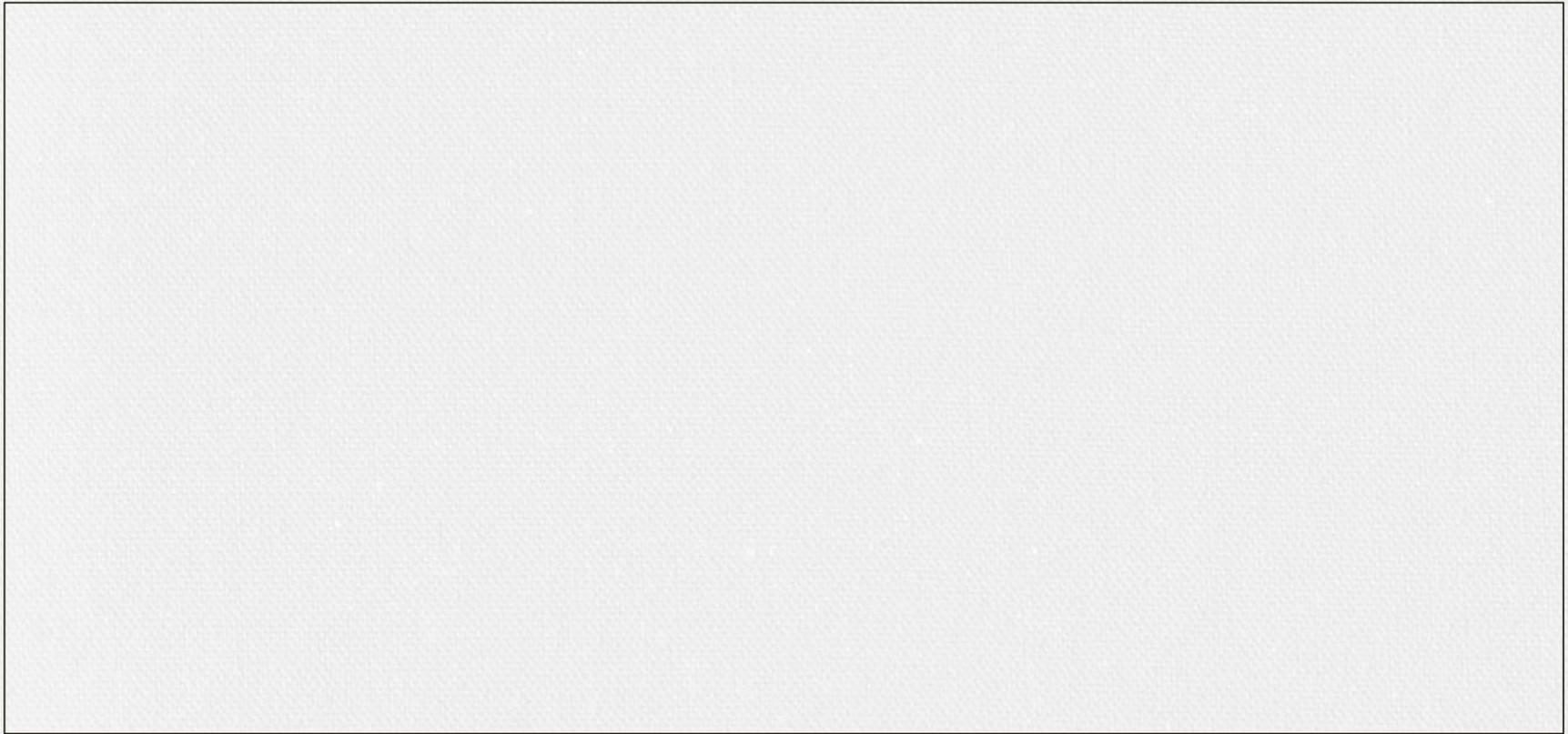
	Where the learner is going	Where the learner is	How to get there/ How to close the gap
Teacher	Clarifying, sharing & understanding learning intentions	Engineering effective tasks that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Empowering students to be learning resources for one another	
Learner		Empowering students to be owners of their own learning	

**Part 2: Strategies for designing quality items/tasks
and implementing AfL & AaL in
reading assessment**

Activity:

Draw up a list of what **good readers** can do.

Good readers can:

A large, empty rectangular box with a thin black border, intended for students to draw up a list of what good readers can do.

Teaching and Assessing Reading

words

phrases

sentences and their
interconnections

paragraph and
discourse structure

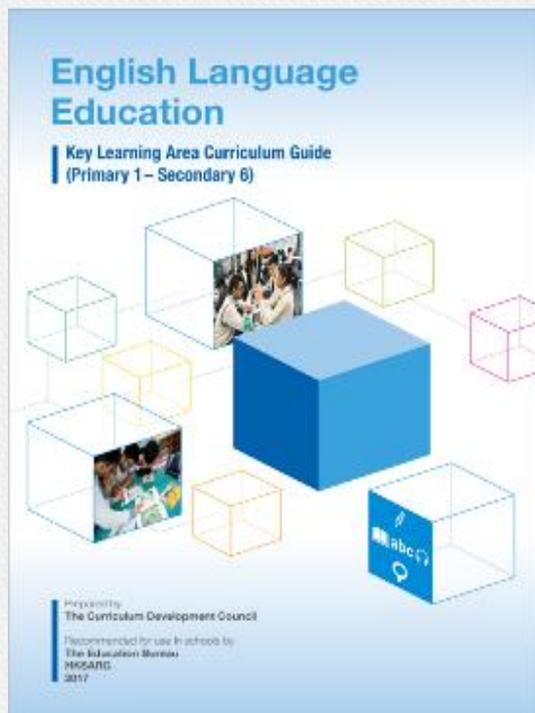
connections to
self , society and
the world

strategic
reading

References for Setting Reading Objectives and Describing Reading Performance

Appendix 5 of the English Language Education Key Learning Area Curriculum Guide (P1 – S6) (2017)

The Learning Progression Framework for English Language



The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)							
Reading - ATM 1	Reading - ATM 2	Reading - ATM 3	Reading - ATM 4	Reading - ATM 5	Reading - ATM 6	Reading - ATM 7	Reading - ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate
Underlying Principles							
<ol style="list-style-type: none"> 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. Learners are exposed to a variety of text types and reading purposes (e.g. reading for academic development, reading for pleasure) in preparation for real life applications. Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts, is crucial to the development of reading skills and strategies (e.g. scanning for specific information, skimming for gist, using contextual clues) as well as learners' awareness of different cultures. 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 text. In principle, task demand increases with text complexity as learners progress in the development of reading skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners' confidence, and difficult tasks for simple texts to stretch their abilities. Teacher support is essential to helping learners understand the text and demonstrate their understanding during the learning and teaching process. Teachers are also expected to help learners activate their prior knowledge and experiences in the process of interacting with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence. 							
ATM = Attainment Milestone				© English Language Education Section, Curriculum Development Institute, Education Bureau, The Hong Kong Special Administrative Region, 2014. All rights reserved.			

Assessing Reading

Watch a video on [assessing reading](#), discuss with your group members and complete the activity sheet.

Types of Reading Tasks

- MC questions
- True/False/Not Given
- Matching
- Labelling
- Sequencing
- Gap-filling
- Short answers
- Summary cloze
- Information-transfer
- Proofreading
- Summary writing

Activity

- Study Texts 2-4 from Paper B1 of 2017 HKDSE English Language Paper and answer Questions 24, 30, 31, 32 & 39.
- Identify the question type for each question and match the question intents with the questions.

Activity

Study the questions. Identify the question type and match each question with a pointer/question intent in the right-hand column.

24. “Snug in the nest” (slide 2) means Millennials are...

30. Based on the information given on slide 6, fill in the blanks. Write One word in each blank.

31. Match the following headings to each slide of Text 2. Write the slide number next to each heading.

32. In what period were Millennials born?

39. What does ‘that’ (line 39) refer to?

➤ locate specific information by recognising simple text structures

➤ work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues

➤ identify main ideas and some supporting details explicitly stated in the text

➤ follow ideas by recognising simple text structures and understanding the use of cohesive devices

➤ deduce information and ideas by using semantic and syntactic clues

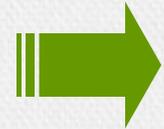
Use of the LPF – Designing Reading Activities

LPF

The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)							
Reading - ATM 1	Reading - ATM 2	Reading - ATM 3	Reading - ATM 4	Reading - ATM 5	Reading - ATM 6	Reading - ATM 7	Reading - ATM 8
Understanding and taking information and ideas from short texts, using some reading strategies as appropriate.	Understanding information, ideas and feelings in a small range of short texts, using some reading strategies as appropriate.	Understanding and inferring information, ideas and feelings in a small range of short texts, using and integrating a small range of reading strategies as appropriate.	Understanding and inferring information, ideas and feelings in a range of texts, using and integrating a small range of reading strategies as appropriate.	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate.	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate.	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate.	Understanding, inferring and assessing information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate.
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<small>ATM = Attainment Measure © English Language Education Section, Curriculum Development Institute, Education Bureau, The Hong Kong Special Administrative Region, 2014. All rights reserved.</small>							



Setting appropriate questions, ensuring a balanced coverage of question types and question intents



Consolidating and developing students' reading skills and strategies

Activity

Situation:

You find that your students have difficulty answering Question 30. Discuss with your group members and suggest what you can do to help your students in answering the question.

Activity

Ways to promote assessment for learning in reading lessons:

<ul style="list-style-type: none">• Focus students' attention on the learning objectives.	<ul style="list-style-type: none">↻ share the learning intentions with the students
<ul style="list-style-type: none">• Provide steps to guide students towards the answers.	<ul style="list-style-type: none">↻ ask guiding questions (1) scan Slide 6 for the gist; (2) study the text in Q.30 and circle the key words ; (3) study Slide 6 again and underline the key words; (4) fill in the blanks with words in appropriate word form; (5) read the text in Q.30 again to check whether each answer makes sense
<ul style="list-style-type: none">• Demonstrate how to answer the questions.	<ul style="list-style-type: none">↻ (1) underlining the topic sentence “For Millennials, wellness is a daily, active pursuit.”↻ (2) circle the words that help decide the parts of speech of answers , e.g. “than”, “more”, “don’t”, “as much”↻ (3) underlining the possible answers, “exercising”, “smoking”↻ (4) changing the word form of the words

Paraphrasing Techniques

1. Change from a clause to a phrase (or vice versa)
2. Change from direct speech to indirect speech (or vice versa)
3. Change from active voice to passive voice (or vice versa)
4. Change words using synonyms, superordinates or subordinates
5. Change the word forms
6. Change the sentence structures or use different connectives
7. Change numbers and percentages to different forms

Questions Requiring Paraphrasing Techniques

Other examples:

23. What do companies hope to achieve by understanding Millennials' attitudes and lifestyle?

- to make a big difference to their business
- to sell more to Millennials

36. Fill in the blanks based on information in paragraph 4.

The young have a (i) _____ chance of being employed compared to their elders. More than a quarter of those from (ii) _____ countries are NEETs.

DO MILLENNIALS HAVE IT BETTER OR WORSE?

1 [1] You might think that young people
have it easy. But in a special report, the
editor of The Economist, Robert Guest,
argues that millennials have it tougher than
5 most people think.

[2] 'In some respects the young have never
had it so good,' Guest writes. 'They are
wealthier and are more likely to live longer
than any other generation. They live in
10 more liberal societies than their
predecessors could barely have imagined,
and have high speed access to information
from around the world.'

[3] 'They are also brainier than any previous
15 generation before them. Average scores on
intelligence tests have been rising for
decades in many countries, thanks to both
better nutrition and mass education.'

[4] However, the report says, the talent
20 and intelligence of millennials is often
wasted, with not enough employment
opportunities. Youngsters are twice as likely
as their elders to be unemployed, while over
25% of young people in middle-income
nations – and 15% in richer ones – are
NEETs (not in education, employment or
training).

[5] Furthermore, the cost of housing and
education often prices millennials out of the
30 market. 'Education has become so

expensive that many students rack up heavy
debts. Housing has grown costlier, too,
especially in the globally connected
megacities where the best jobs are. Young
35 people yearn to move to such cities: besides
higher pay, they offer excitement and a wide
selection of other young people to date or
marry. Yet constraints on the supply of
housing make that hard.'

[6] Guest also wrote that the time it takes
40 to feel financially secure means people leave
having children until later. 'For both sexes,
the path to adulthood—from school to work,
marriage and children—has become longer
45 and more complicated. Mostly, this is a
good thing. Many young people now study
until their mid-20s and put off having
children until their late 30s.'

[7] 'They form families later partly
50 because they want to and partly because it
is taking them longer to become established
in their careers. Alas, despite improvements
in fertility treatment, the biological clock
has not been reset to accommodate modern
55 working lives.'

[8] At the end of the fascinating report,
Guest urged countries around the world to
'work harder to give the young a fair shot'.

[9] 'If they do not, that would not only be
60 immoral; it would also be dangerous.'

Paraphrase
this part using
a connective
indicating a
causal
relationship.

Paraphrase this
paragraph using
the indirect
speech.

Interplay between Tasks and Texts



- **Task demand** should increase with **text complexity**.
- 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.
- To **promote learner independence**, the amount of **support** provided could be **gradually reduced**. To this end, various effective teaching strategies for reading could be integrated into the reading programme.

Extending from AfL to AaL --

Empowering students to monitor & evaluate own progress

Summative	AoL	<ul style="list-style-type: none">• describes the level students have attained• shows what they know/can do over a period of time• gives an overview of previous learning for reporting purposes
Formative	AfL	<ul style="list-style-type: none">• integrates assessment into learning & teaching• assists students to understand what they are learning, what they have attained, what is expected of them• helps teachers collect learning evidence to provide timely feedback & refine teaching strategies
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Developing Self-assessing & Self-improving Abilities

(1) Provide comprehension monitoring instructions to help students:

- Identify **what they understand**
- Identify **what they do not understand**
- Understand their **difficulties in reading**

(2) Design self-tracking and reflection activities:

- Application of reading & fix-up strategies — **reflecting on the reading process**
- Use of reading portfolios and journals — **reflecting on the progress & product**
- Design of **self-directed** reading tasks — metacognitive reflection

Understanding Your Reading Difficulties:	Which of the solutions do you think are most useful. Add yours.
“I lose concentration while reading.”	“Mark the text every time you notice you’ve lost concentration.”
	“Set yourself reading goals, like continue reading until the end of the paragraph then take a brief pause.”
“I don’t understand the sentence even though I know most/all of the words in the sentence.”	“Go back and re-read the sentence before the difficult sentence.”
	“Group the words in the difficult sentence into expressions/chunks and try to look at the meaning of the chunk/expression, not the individual words.”
“I read too slowly.”	“Don’t worry so much about unknown words. Circle them and keep reading.”

Reflecting on learning process: application of fix-up strategies

Things ANY reader can do when comprehension breaks down.

1. Re-read what you just read.

Don't just keep reading.

2. Read out loud.

Say the words out loud.

3. Use context clues.

Use the words around it to figure out a word or its meaning.

4. Look up a word you don't know.

Use a computer or dictionary to find out what it means.

5. Ask questions.

Ask yourself questions such as, "What did that just say?"

6. Think about what you've already read.

Put together what you just read with what you've already read.

7. Make connections.

Think about what you know. Can you connect with it?

8. Slow down.

Don't rush it. Understanding takes time.

9. Think about the author's purpose.

What is the author trying to tell you?

10. Pay attention to what you're thinking.

Source:

<https://thisreadingmama.com>

Reflecting on the reading process: fostering independent application of reading strategies

Colour-Coded Reading:

1. This week, locals on the High Street in **Birlington** have been noticing something strange. For several
2. months the previously popular independent cafe, Ren's Coffee, has sat empty - another victim of the rising
3. rent prices in the town which has resulted in one in twelve shops sitting empty for over 3 months. But this
4. week, shoppers have found the closed-down coffee shop's doors open again, and found the place filled
5. with over 100 paintings, drawings, photographs and sculptures. This is not a new art shop. It's a pop-up
6. gallery, one of the new community projects organized through Empty Shops Project which has enabled
7. hundreds of shops lying empty, to open their doors for temporary community projects on the premises. .

8. More than 120 amateur artists have turned up to hang their work in this pop-up gallery so far. Engineers,
9. professional artists, cleaners, musicians, and school children have been among some of the art enthusiasts
10. who have brought their own artwork to hang in this gallery for the public to view. This is a bring-your-own
11. gallery, with no experience required and no vetting of the artworks - a genuinely open gallery, and an
12. opportunity for people who have never before had the chance, to display their work for all to see. .

13. Budding artists have not been the only ones to take advantage of this economic downturn. Elsewhere in
14. **Birlington**, an old office block has been transformed into film-making workshops held by local film-makers
15. on a voluntary basis, and even a temporary film set has been set up for filming projects in a disused
16. warehouse. In another empty shop at the end of the High Street has become a temporary library where
17. anyone and everyone have been depositing their old books, magazines and music, for others to borrow for
18. free. Volunteers give up their time to manage, organize and promote the library. And this library has been
19. so popular, that the volunteers are now seeking funding to buy a second-hand van to use when the
20. temporary library is handed back to the landlord. The volunteers plan to paint the van up and stock it with
21. the library's books, and drive it around the town - so that the library will come to your door, even after the
22. Empty Shop Project comes to an end. .

23. Anish **Stram**, cultural projects manager at the **Birlington Art Community** which supports the volunteers says
24. "these empty shops are being transformed into something that everyone can benefit from, something that
25. brightens up the high street, something that is positive and inclusive, **something** that is inspiring for all those
26. who have been set back by the closures on the high street. We hope to continue to support our fantastic
27. community of volunteers and find new avenues for creative projects in our town." .

28. Most landlords must continue to pay full business rates on properties, even when they have been empty for
29. months, but by opening them to non-profit organizations and charities, they are exempted of 80% of the full
30. rate. Therefore the landlords find financial relief by taking part in this scheme, and volunteers are granted
31. permission to occupy the property for free until viable new tenants are found. Despite this, hundreds of
32. landlords remain reluctant to take part in what they see as a risky, temporary and unaccountable scheme
33. which they have little control over. Nevertheless, the **Birlington Art Community** hopes to raise awareness of
34. the value these projects brings to the community. "It gives ordinary people the chance to try something they
35. wouldn't usually get the chance to do, and to work together with people from different industries, as well as
36. benefitting the landlords financially. It's a win-win for everyone." says **Stram**. .

- Model self-monitoring reading behaviour with Traffic Light Reading strategy
- Provide opportunities to practise repairing comprehension independently

Red = I need help with this

Orange = I'm not sure but I can try

Green = I'm confident with this

Reflecting on the reading progress: reading portfolio

**1 thing I did
well:**

**2 strategies I've
learned well:**

**3 words/expressions
I've learned from the
article:**

**4 things I want to
find out now
about the topic:**

Double Entry Diary

Self-directed Reading: Metacognitively reflecting on the content of reading

Quotations from the text	My Questions/Reactions/ Predictions

Evaluating own performance as independent readers:

- Observing,
- Questioning
- Critiquing
- Evaluating
- Comparing / contrasting

Promoting AaL and Self-directed Learning through Literature Circles

- Literature Circles are small reading groups of 4 or 5 students each
- Each group reads the assigned reading materials or a book of their own choice at its own pace.
- Once a week, groups get together to talk about what they are reading.
- Every week, each group gives itself a reading assignment.
- In preparation for each week's Literature Circles meeting, students read their assigned pages/chapters and complete one of the Literature Circles jobs.
- At the end of each meeting, complete a group evaluation sheet.

Literature Circles Jobs

- **Discussion Director**
Writes questions to be used for group discussions
- **Word Finder**
Locates and defines unknown and/or interesting vocabulary words in the book
- **Connector**
Takes events from the book and connects them to real-life experiences
- **Correspondent**
Writes letters to characters in the book
- **Illustrator**
Illustrates scenes from the book

Part 3: Strategies for implementing AfL & AaL in writing assessment

Sharing of writing assessment practices

1. Do you correct all errors in students' compositions?
2. Do you think grammar and accuracy come first when it comes to marking compositions?
3. How do you ask students to do composition corrections?

How to Answer the Three Guiding Questions

Seven Strategies of Formative Assessment

Where am I going?

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

Where am I now?

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

How can I close the gap?

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

Where the learner is going

Strategy 1: Provide a clear & understandable version of the learning targets (enabling strategy)

- (1) Map out and present to students the writing skills and text-types to master over a period of time
- (2) Analyse the topic to understand task requirements

Pre-writing: Identifying key elements in the writing topic:

- Who am I?
- Who am I writing to?
- Why am I writing?
- What is the text-type?
- What am I writing about?

The 3Ws Approach

Highlight keywords in the writing topic

Who? (Your role + audience)

Why? (Purpose)

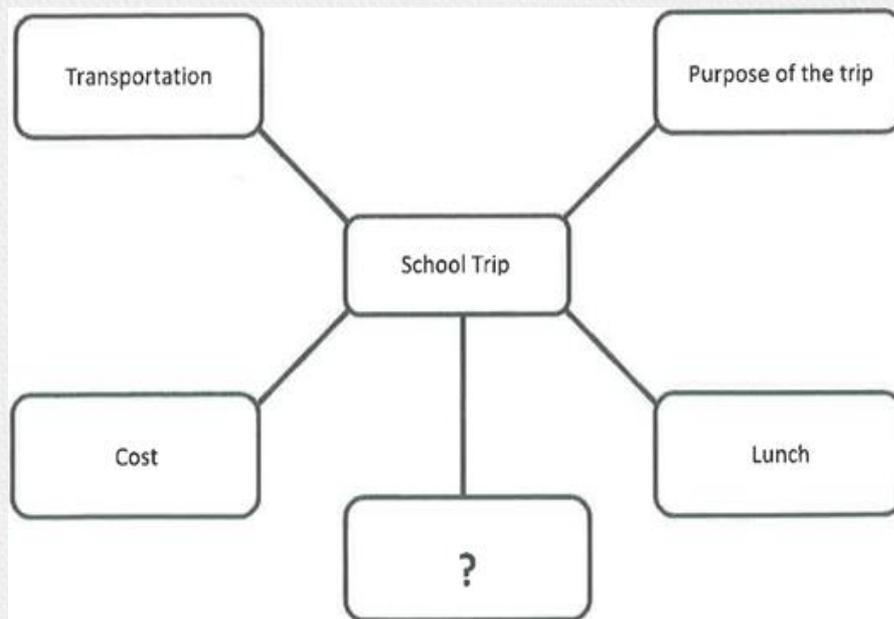
What? (Text-type + topic / content)

Use the 3Ws approach and highlight **the keywords**:

2018 HKDSE English Language Paper 2 Question 1

You are Chris Wong, the class teacher of 6A. You will be taking your class on a school trip next month to sky100, show in the poster below.

Write a letter to parents giving them the necessary information about the trip. You may use the mind map to help you write the letter.



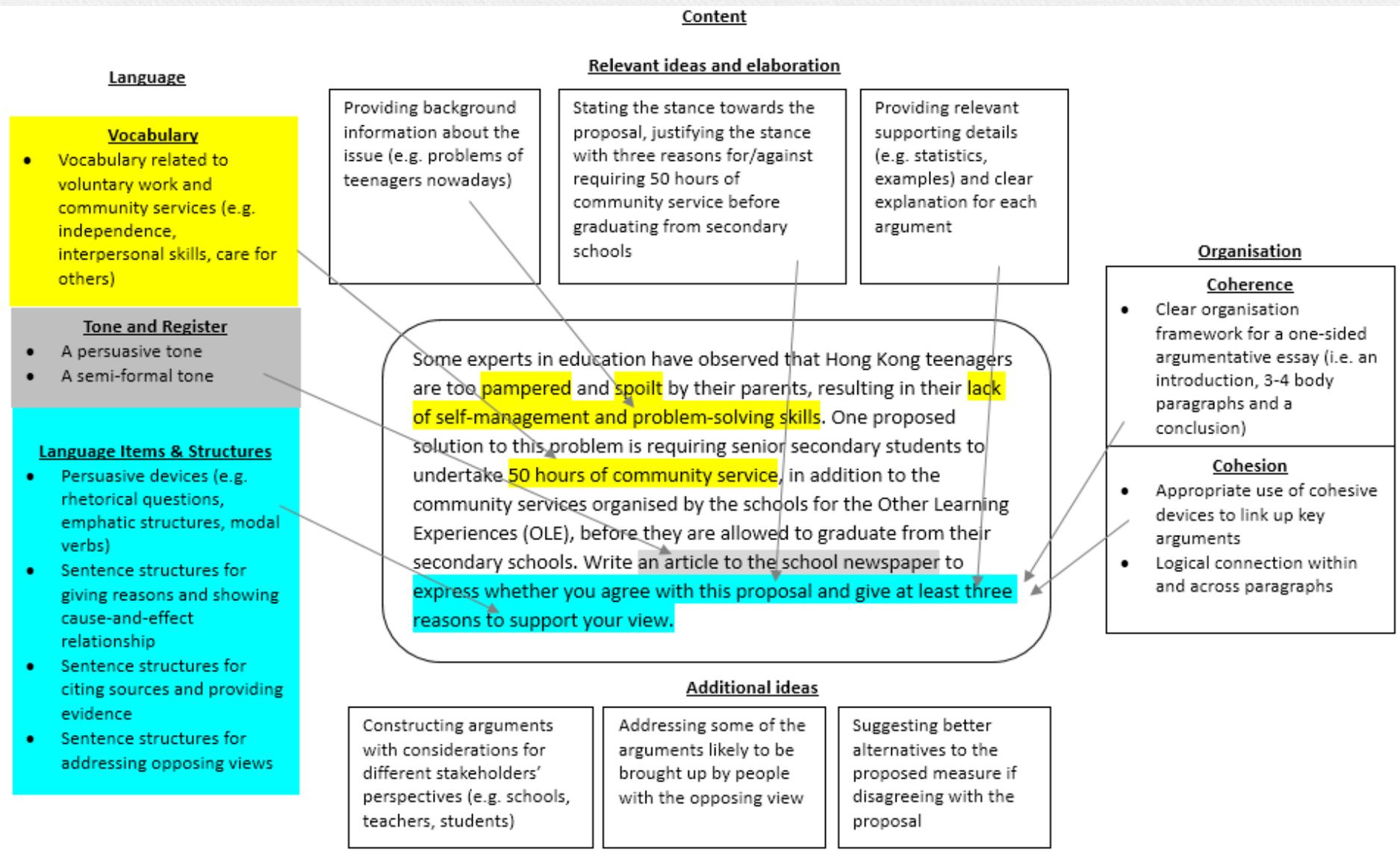
Strategy 1: Provide a clear & understandable version of the learning targets (enabling strategy)

(3) Feed forward – present learning outcomes (or success criteria) with reference to the topic

Example

Some experts in education have observed that Hong Kong teenagers are too pampered and spoilt by their parents, resulting in their lack of self-management and problem-solving skills. One proposed solution to this problem is requiring students to undertake 50 hours of community service, in addition to the community services organised by the schools for the Other Learning Experiences (OLE), before they are allowed to graduate from secondary school. Write an article to the school newspaper to express whether you agree with this proposal and give at least three reasons for your view.

Establishing Success Criteria with Reference to Task Requirements



Design task-specific assessment form

Teacher Assessment Form

Date:

Task:

Writing an article to the school newspaper arguing either for or against the proposal which requires students to undertake 50 hours of community service, in addition to the community services organised by the schools for the Other Learning Experiences (OLE), before students are allowed to graduate from secondary school.

Text Type:

A school newspaper article (one-sided argumentative article)

Please tick: ✓	Unsatisfactory	Below Average	Average	Good	Excellent
A. Content					
1. Providing background information about the issue	<input type="checkbox"/>				
2. Stating one's stance clearly	<input type="checkbox"/>				
3. Presenting at least three valid reasons to support one's stance	<input type="checkbox"/>				
4. Supporting the reasons with appropriate details, (e.g. by introducing expert opinion, statistics and cases or examples)	<input type="checkbox"/>				
5. Including arguments from different perspectives	<input type="checkbox"/>				
6. Addressing the opposing arguments and refuting them to strengthen one's arguments	<input type="checkbox"/>				
7. Writing about 300 to 400 words	<input type="checkbox"/>				
B. Language and Style					
1. Adopting a semi-formal and persuasive tone to present one's views and arguments to the intended audience	<input type="checkbox"/>				
2. Using suitable vocabulary related to the background of the issue, the proposal on compulsory community service	<input type="checkbox"/>				
3. Using appropriate expressions and sentence structures to present different kinds of evidence (e.g. statistics, expert opinions)	<input type="checkbox"/>				
4. Use appropriate expressions and structures to give reasons and show cause and effect relationship	<input type="checkbox"/>				
5. Using appropriate expressions and sentence structures to address opposing views	<input type="checkbox"/>				
6. Using the simple present tense to present general facts	<input type="checkbox"/>				
7. Using rhetorical strategies to catch the reader's attention (e.g. rhetorical questions, imperatives, conditional sentences, inversions and other emphatic structures)	<input type="checkbox"/>				
8. Using punctuation correctly and appropriately	<input type="checkbox"/>				
9. Spelling words correctly	<input type="checkbox"/>				
C. Organisation					
1. Five to six paragraphs, each with a clear focus	<input type="checkbox"/>				
2. Using an organisational framework (i.e. an opening section to present the background information about the issue and one's stance, a body to support one's view with at least three arguments/reasons, and a conclusion to summarise one's arguments and reiterate one's stance)	<input type="checkbox"/>				
3. Using topic sentences effectively and providing relevant details to create logical development of ideas in a paragraph	<input type="checkbox"/>				
4. Using appropriate cohesive devices to establish connection between key arguments and paragraphs	<input type="checkbox"/>				

Where the learner is going

Strategy 1: Provide a clear & understandable version of the learning targets (enabling strategy)

(2) Analyse the topic to understand task requirements

Question 3 -- 2018 HKDSE English Language Paper 2

Learning English through Workplace Communication

You are the boss of Reboot Online Company and you have recently received complaints from some staff about the number of work-related emails and text messages received out of office.

Write a letter to staff addressing their complaints.

Identifying key elements in the writing topic:

- Who am I?
- Who am I writing to?
- Why am I writing?
- What is the text-type?
- What am I writing about?
- What tone should I use?

The 3Ws Approach

Highlight keywords in the writing topic

Who? (Your role + audience)

Why? (Purpose)

What? (Text-type + topic / content)

(3) Feed forward – present learning outcomes (or success criteria) with reference to the topic

Question 3 -- 2018 HKDSE English Language Paper 2

- To complete the task successfully, what are students expected to demonstrate in the following aspects?
- Think of 2 most important criteria for each.

Content	Organisation	Language

Where the learner is going

Strategy 2: Use examples and models of strong and weak work (enabling strategy)

- (1) Show sample model texts from textbooks or teachers
- (2) Show peers' work (discuss strengths & ways to improve)

Modelling

A Sample Argumentative Essay

Are Hong Kong Parents Over-protective?

When some Hong Kong students were stranded in London Heathrow Airport because of a snowstorm last December, we were all stunned by their selfish behaviour and poor self-management skills. Little did they do except whining about the flight cancellation and poor arrangements of the airlines. They even made up stories of their parents' death in order to board the first flight home. It is obvious that these Hong Kong children are spoiled. Yet, who is to blame for their "prince / princess syndrome"? You will know the answer when you see their dotting parents, who joined in the complaints and urged the SAR government to charter flights to bring the kids home. Such over-reaction is typical of Hong Kong parents, who are, in my opinion, mostly over-protective.

Introduction

Central Argument

Many Hong Kong parents take care of every detail in their children's life. They rush to their rescue when their children face any difficulties. Madeleine Levine, an American clinical psychologist, coined the term "helicopter parents" to describe parents who hover over their children, even when they are already adults. These parents dote on their children so much that they do everything for them. In some extreme cases, I have seen parents accompany their children to universities and help them tidy up their dorm rooms. While these parents may argue that they just want to express their concern for their children, what they do not realise is that their excessive care may hamper their children's development of problem-solving skills.

Body

Topic Sentence

Supporting details -
Expert opinion.

Supporting details -
Cases/examples.

Opposing viewpoint & refutation.

Topic Sentence

Hong Kong parents are also over-involved in their children's school work. They dedicate much of their energy and time to preparing their children for tests and examinations. Some even help their children to finish projects and assignments. A study conducted by the Society for Child Development indicates that over half of the parents interviewed have experienced anxiety over their children's school work, and 75% of them are willing to offer any kind of assistance to ensure their children's academic success. The alarming figures prove parents' over-involvement in children's

Supporting details -
Statistics.

school work. Vicky Tuck, the principal of Cheltenham Ladies' College, warns parents that their over-conscientiousness and constant supervision may prevent their children from growing into responsible and independent learners.

Supporting details -
Expert's opinion.

Hong Kong parents are over-tolerant of their children's misbehaviour. As most families in Hong Kong nowadays have few children, parents tend to lavish the kids with care and money but forget the importance of disciplining them. It is common to see children running around or shouting on public transports while their parents do nothing to stop them. As the old saying goes, "spare the rod and spoil the child." Parents' unreasonable forbearance leads to children's lack of respect for authority. This explains why discipline problems are on the rise in Hong Kong schools.

Topic Sentence

Supporting details -
Cases/ examples.

Conclusion

Clearly, it is the over-protective Hong Kong parents who create the over-pampered "Hong Kong kids". To fix the problem, parents must change their mindset. They should bear in mind that their children will have to grow out of their protective cocoon and stand on their own feet one day. Over-protection only encourages unhealthy reliance, which definitely does more harm than good to the children's personal development. Children need guidance, not indulgence. It is time that Hong Kong parents reflected on their mode of parenting.

Reiteration of stance

Here are some sentence structures used to add strengths to the arguments and enhance persuasiveness:

	Examples
Inversion	<ul style="list-style-type: none"> Little did they do except whining about the flight cancellation and poor arrangements of the airlines.
Rhetorical questions	<ul style="list-style-type: none"> Yet, who is to blame for their "prince / princess syndrome"?
Cause-and-effect structures	<ul style="list-style-type: none"> These parents dote on their children so much that they do everything for them. As most families in Hong Kong nowadays have few children, parents tend to lavish the kids with care and money. Parents' unreasonable forbearance leads to children's lack of respect for authority.
Emphatic structures	<ul style="list-style-type: none"> Clearly, it is the over-protective Hong Kong parents who create the over-pampered "Hong Kong kids". Children need guidance, not indulgence. It is time that Hong Kong parents reflected on their mode of parenting.

Where the learner is

Strategy 3: Offer descriptive feedback during the learning process (enabling strategy)

Sample Script with Teacher's Feedback

Topic: Some experts in education have observed that Hong Kong teenagers are too pampered and spoiled by their parents, resulting in their lack of self-management and problem-solving skills. One proposed solution to this problem is requiring students to undertake 50 hours of community service, in addition to the community services organised by the schools for the Other Learning Experiences (OLE), before they are allowed to graduate from secondary school. Write an article to the school newspaper to express whether you agree with this proposal and give at least three reasons for your view.

Student's Work:

Many people comment that students in Hong Kong are only good at studying and have no life skills. Some experts have found that students in Hong Kong are poor at self-management and problem-solving skills because of the over-protection by their parents. Children are provided all they want, no matter whether it is necessary. Under this situation, some people have proposed that students should be required to undertake 50 hours of community service before they are allowed to graduate from secondary school. Can this proposal improve the current situation?

Effective use of a rhetorical question

Too much direct copying from the Q. Come up with a more creative opening to show the importance of the issue? You may use dialogue, findings or some vivid descriptions to build the scenario.

Consider stating your position in the intro.

In my opinion, the proposal is not a good solution to the problem.

First, as Hong Kong students have little experience in social service, they may not know how to do it. If they just do it because they want to meet the requirement but without the heart of learning from this, they will not change much after the 50 hours of work. Their self-management and problem solving skills will still be the same. People may argue that this is still better than nothing and students may gain some experience from the process, but I think there are more effective ways to develop students' skills than this. If the government insist on implementing this policy, the whole spirit of voluntary work will be gone as students are not willing to do it with the aim to serve others. Students cannot benefit from the social service and their

True! I agree that forcing students to do voluntary work defeats the purpose.

Lack of experience seems irrelevant.

You can express the idea better with words like "mindset" or "intention".

Could you give an example?

Nice recap of the key argument

time will be wasted.

Nowadays, students in Hong Kong have to join a lot of extra-curricular activities such as music instrument classes, swimming courses and sports teams. These activities already occupy most of their free time. Students already feel that time is insufficient for coping with extra-curricular activities and their ^{Uncountable} homeworks. If we take 50 hours more from their free time, which is supposed to be for entertainment and rest, students would be so tired and overloaded. Though we can ask students to do the voluntary work after their public examination at the end of S6, students should actually enjoy some fun and relax after a long long time of hard work. ~~Force them to do social service exploit their rest and play time.~~

Thoughtful of you to take possible counter-arguments into account and try to address them

You need a better topic sentence to show the focus of this paragraph.

Chinglish! Try to rewrite using "deprives (sb) of (sth)".

Moreover, self-management and problem solving skills will be acquired gradually as students grow up. When students enter society or job market, they have to deal with people and problems and think of solutions. It is not necessary for the government to take such strong action to fix the problem or push students to develop. When students graduate from secondary school and start working, they need to finish their duties and face the difficulties by themselves. They cannot depend on their teachers and parents anymore. ~~This problem of poor self-management will not exist anymore.~~

Would it be too late to wait till students enter the job market to develop such basic skills? Can they start earlier at school/home?

You seem to be repeating the point. Add an example or quote to support this.

It seems not very convincing to argue that the problem will cease to exist as students get a job.

A concise wrap-up showing your line of argument
Effective use of the parallel structure!

In conclusion, the policy is ineffective, time-consuming and unnecessary. 50 hours of community service before graduating from secondary school should not be implemented.

Strategy 3: Offer descriptive feedback during the learning process (enabling strategy)

What is effective and quality feedback?

- **Informative** – helping students know where they are and what to do next to make improvement step by step
- **Concrete** and **focused** -- pointing out specifically what has been done well or not so well with examples
- **Student-centred** – taking into consideration students' existing ability and preferences
- **Motivating** and **confidence-building**
- **Engaging learners** in self-reflection and metacognitive skills development

Where the learner is

Strategy 4: Teach students to self-assess and set goals for the next steps (destination)

(1) Formulating directions for redrafting or rewriting

~~Students' Reflections~~

E. Students' Reflections.
Taking into consideration the teacher's feedback and comments, I have identified some areas for further improvement and planned the follow-up actions:..

Weaknesses / areas of improvement.	Actions to be taken .
<i>e.g. I haven't got enough supporting details for my key arguments..</i>	<i>e.g. I will search the Internet for statistical data showing Hong Kong students' poor self-management and problem-solving skills and check if any experts in this field (such as social workers and psychologists) have made any comments on this. .</i>

I need to seek advice/assistance from my teacher on the following areas:..

Strategy 4: Teach students to self-assess and set goals for the next steps (destination)

(2) Setting goals for tracking progress in writing skills development in a set period of time (e.g. a term)

Appendix 19

Form for Promoting “Assessment as Learning” for Writing

Part 1 Self-reflection and Goal-setting

Reflect on your own writing performance with reference to the following:

- > the writing assignments completed in the previous school term
- > your English teacher’s comments/feedback on your work
- > some good writing by your classmates or sample work provided by your teacher

Answer the following self-reflection questions:

1. What are my strengths and areas that need improvement in writing?

Strengths	Areas for improvement

2. What learning goals can I set to build on my strengths and improve my weaknesses by the end of this school term? What possible actions can I take to attain these goals?

Learning goals	Proposed actions
Goal 1 (Content)	
Goal 2 (Language and Style)	
Goal 3 (Organisation)	

Appendix 19

Part 2 Self-tracking on the Attainment of Personal Goals

Colour your level of achievement for each of the goals set after each writing assignment in the following school term.

How far have I achieved my goals?

Goal 1	My progress in Assignment 1	My progress in Assignment 2
	<input type="checkbox"/> →	<input type="checkbox"/> →
	My progress in Assignment 3	My progress in Assignment 4
	<input type="checkbox"/> →	<input type="checkbox"/> →

Goal 2	My progress in Assignment 1	My progress in Assignment 2
	<input type="checkbox"/> →	<input type="checkbox"/> →
	My progress in Assignment 3	My progress in Assignment 4
	<input type="checkbox"/> →	<input type="checkbox"/> →

Goal 3	My progress in Assignment 1	My progress in Assignment 2
	<input type="checkbox"/> →	<input type="checkbox"/> →
	My progress in Assignment 3	My progress in Assignment 4
	<input type="checkbox"/> →	<input type="checkbox"/> →

How to get there

Strategy 5: Use evidence of student learning to determine next steps in teaching (floaters)

Strategy 6: Design focused instruction, followed by practice with feedback (floaters)

(1) Explicit strategy instruction

(2) Focused correction/rewriting for focused feedback

How to get there

How do you address problems identified in students' writing, especially problems related to content, style and organisation?

Examples

Problems identified in the task on “50 hours of compulsory community service”:

- **Too much copying of the question in the introduction**
- **Weak and limited arguments**
- **Lack of supporting evidence and elaboration**
- **Boring or abrupt ending**

(1) Explicit strategy instruction

(2) Focused correction / rewriting for focused feedback

Rewriting the Introduction

Effective Opening for Argumentative/Expository Writing .

Strategies for writing more effective and engaging introduction .

- Using rhetorical questions to involve the readers .
- Building a scenario to show the importance of the issue (e.g. using dialogue and vivid descriptions) .
- Citing current news or recent findings to provide background information .

Read the different openings and identify the strategies the writers use to make the topic a matter of concern to readers and arouse their interest in reading . .

Opening 1 .

The computer is an indispensable learning tool for students in Hong Kong . Yet, a recent survey revealed that nearly 15% of families in Hong Kong cannot afford to have a computer at home . Students from these underprivileged families really deserve our attention and support . I believe that free computers should be provided to them . .

Strategies used: .

Opening 2 .

Melamine in milk, sex hormones in baby formula, Sudan Red in eggs – these are among the most shocking food contamination scandals in China, not to mention the countless unreported cases involving the use of toxic chemicals or unhygienic ingredients in food production . Do we need tighter food safety controls? The answer is an absolute yes . .

Strategies used: .

Opening 3 .

Have you heard of King's Glory, Modern Education and Beacon College? I bet most Hong Kong students are familiar with these big names . As I know, every student in my class is taking tutorial classes outside school to prepare for the HKDSE examinations . While school teachers frown upon this practice, parents seem to support and students also consider this a key to success in public examinations . The issue of whether students should attend tutorial schools is one that divides many people and definitely deserves close examination . .

Strategies used: .

Re-writing 1 body paragraph

Enhancing the Strength and Quality of Arguments .

(a) Considering the issue from multiple perspectives .

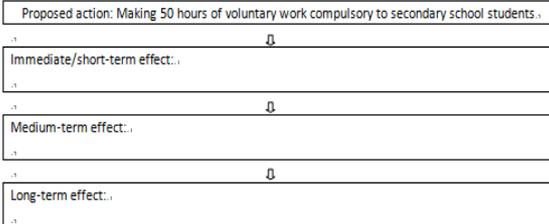
List all the parties that the proposal (i.e. 50 hours of community service before graduation from secondary school) will affect and complete the following table: . .

Stakeholder group .	How the proposal will affect them? .
.	.
.	.
.	.
.	.
.	.
.	.

Discuss whether each of the parties are likely to support / oppose the proposal and which group(s) views or interest should be considered more when deciding whether to pass the proposal . .

(b) Immediate and long-term consequences .

Complete the flow chart to show the impact of the proposal on students .



Rewriting the conclusion

(e) Effective Closing for Argumentative/Expository Writing .

Strategies for writing more appealing conclusion .

- recap / summarise the key points made .
- suggest solutions and appeal for action .
- express a wish .
- make reference to the opening .

Read the following closings and identify the strategies the writers use to appeal to the readers . .

Closing 1 .

Central argument: **The government should provide free computers for students in needy families . .**

Computers play a vital role in students' daily life and study . They enable students to finish assignments, provide a rich source of information and are a common means of socialisation . It is therefore clearly evident that every needy family should be provided with a free computer . .

Strategies used: .

Closing 2 .

Central argument: **The government should tighten food safety controls . .**

The problem of food contamination should be addressed immediately . The government must take prompt actions and pass new laws to safeguard the health of the public . Only through implementing tighter controls on food safety can we ensure the food we eat is free from toxic substances and disease . I look forward to the day when I need not worry about the safety of the food I eat . .

Strategies used: .

Closing 3 .

Central argument: **Whether students should attend tutorial schools depends on their motives behind .**

"We strive for the best" is probably a motto shared by students, teachers, as well as the tutor kings and queens . Both secondary schools and tutorial schools aim at helping students to achieve excellence, though through different means . If students attend tutorial classes with an intention to extend their learning, rather than taking it as a shortcut to success in public exams, tutorial schools may not necessarily be an evil . No matter what, I still hope that students would value learning over exam results and owe their academic achievements not only to King's Glory or Modern Education but also their own schools . .

Strategies used: .

(2) Focused correction / rewriting for focused feedback

Effective (High-impact / lasting-effect) Writing Correction

- ◆ **Quality over quantity**
(selective and focused, first things first, less is more)
- ◆ **Going beyond accuracy**
(error / sentence / paragraph level correction)
- ◆ **Fostering learner awareness, independence and ownership**
 - **Allowing choice**
 - **Involving students in the thinking process**
 - **Encouraging inquiry / further exploration**
 - **Providing evidence for self-review and monitoring**

For example, in the sample student writing on 50 hours of community service

- **correcting a few errors/slips** (i.e. “insist”, “homeworks”, “theirself”)
- **rewriting 2 problematic sentences** (i.e. “mindset/intention”, “deprive”)
- **rewriting the weakest paragraph** (opening/ 3rd argument)

➔ **individualised (learner-centred) to deepen learning**

➔ **economical version of process-writing (less time-consuming with lasting effects)**

How to get there

(1) Explicit strategy instruction

Example: Writing short stories opening

Hands-on practice

2018 HKDSE English Language Paper 2 Question 9

Learning English through Short Stories

Imagine you are a pet bird in a cage. One day your owner left your bird cage open.

Write a story from the bird's point of view.

How to get there

Strategy 7: Engage students in self-reflection and provide opportunities for students to track and share learning progress

Self perception of Writing Habit and Competence

Self-reflection Form

To help you set appropriate goals on the development of writing skills for the coming school term/year, please reflect on your writing performance and habit and complete the following form by ticking the appropriate boxes.

Part I) My writing performance		Please tick (✓)	
Do I consider the following my strengths or areas for improvement in writing?		My strength	My area for improvement
I. Content	a) Coming up with relevant ideas and information	<input type="checkbox"/>	<input type="checkbox"/>
	b) Describing personal experience	<input type="checkbox"/>	<input type="checkbox"/>
	c) Giving opinions/comments	<input type="checkbox"/>	<input type="checkbox"/>
	d) Providing elaborations and supporting details	<input type="checkbox"/>	<input type="checkbox"/>
II. Organisation	a) Use of topic sentences	<input type="checkbox"/>	<input type="checkbox"/>
	b) Linkage within paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
	c) Linkage across paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
	d) Clear text structure (e.g. introduction, body and conclusion)	<input type="checkbox"/>	<input type="checkbox"/>
III. Language	a) Use of vocabulary	<input type="checkbox"/>	<input type="checkbox"/>
	b) Spelling	<input type="checkbox"/>	<input type="checkbox"/>
	c) Use of tenses	<input type="checkbox"/>	<input type="checkbox"/>
	d) Use of passive voice	<input type="checkbox"/>	<input type="checkbox"/>
	e) Use of prepositions	<input type="checkbox"/>	<input type="checkbox"/>
	f) Use of connectives	<input type="checkbox"/>	<input type="checkbox"/>
	g) Use of punctuation marks	<input type="checkbox"/>	<input type="checkbox"/>
	h) Capitalisation	<input type="checkbox"/>	<input type="checkbox"/>
	i) Use of pronouns (e.g. he, she, it)	<input type="checkbox"/>	<input type="checkbox"/>
	j) Use of articles (e.g. a, an, the)	<input type="checkbox"/>	<input type="checkbox"/>
	k) Parts of speech (e.g. adjectives, adverbs, nouns)	<input type="checkbox"/>	<input type="checkbox"/>
l) Using a variety of language structures and sentence patterns	<input type="checkbox"/>	<input type="checkbox"/>	
IV. Others	a)	<input type="checkbox"/>	<input type="checkbox"/>
	b)	<input type="checkbox"/>	<input type="checkbox"/>
	c)	<input type="checkbox"/>	<input type="checkbox"/>

Tracking Progress on Goal Attainment

Appendix 19

Part 2 Self-tracking on the Attainment of Personal Goals

Colour your level of achievement for each of the goals set after each writing assignment in the following school term.

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Goal 1	My progress in Assignment 1	My progress in Assignment 2
	□□□□□□□□⇒	□□□□□□□□⇒
	My progress in Assignment 3	My progress in Assignment 4
□□□□□□□□⇒	□□□□□□□□⇒	

Goal 2	My progress in Assignment 1	My progress in Assignment 2
	□□□□□□□□⇒	□□□□□□□□⇒
	My progress in Assignment 3	My progress in Assignment 4
□□□□□□□□⇒	□□□□□□□□⇒	

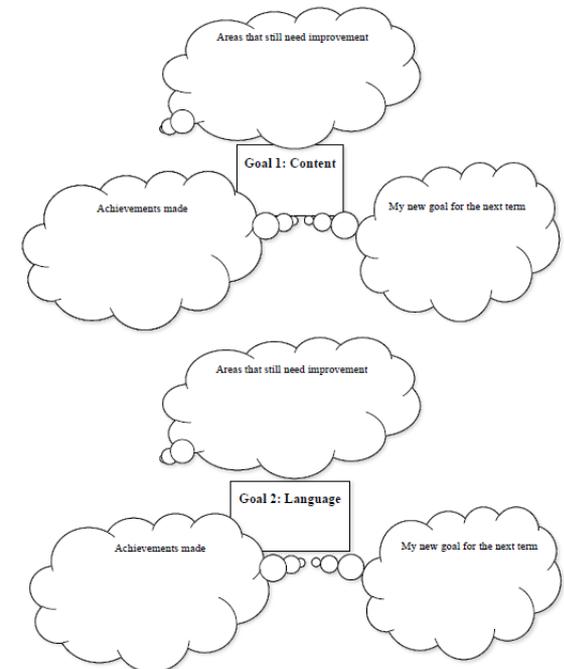
Goal 3	My progress in Assignment 1	My progress in Assignment 2
	□□□□□□□□⇒	□□□□□□□□⇒
	My progress in Assignment 3	My progress in Assignment 4
□□□□□□□□⇒	□□□□□□□□⇒	

Reflection on Progress over Time and the Way Forward

Appendix 19

Part 3 End of Term Evaluation

Look back and reflect on the process of working towards your personal goals. Complete the following thought bubbles:



Promoting AfL and AaL in Writing

Teacher's role

-  Guide students to analyse the writing topic and task requirement
-  Establish the success criteria with learners and present them in a student friendly language
-  Provide focused feedback to help learners understand their strengths and weaknesses
-  Teach writing skills / strategies explicitly and adopt effective correction practices
-  Offer advice when learners set goal, and formulate plans to improve writing
-  Plan the writing curriculum carefully to provide opportunities for learners to practise, recycle and consolidate writing skills learned over time

Part 4: Consolidation

Shifting the Weight and Balance

Traditional Assessment Model:

AoL > **AfL** > **AsL**

Reconfigured Assessment Model:

AsL > **AfL** > **AoL**

Shifts in Assessment

From assessing to
learn what students
do not know



To assessing to
learn what students
understand

From using results to
calculate grades



To using results to
inform instruction

From end-of-term
assessments by
teachers



To students
engaged in ongoing
assessment of their
work

From judgmental
feedback that may
harm student
motivation



To descriptive
feedback that
empowers and
motivates students

Assessment FOR Learning

Assess student's progress and learning needs

Students are involved in the assessment process.

Descriptive feedback is essential in creating learning strategies

Teacher and student work together to improve student's learning.

Continuous process

Increase learner's motivation

Provides clear learning targets for students.

Students learn to differentiate "good" work from "weak" work.

Both teacher and student assess student's learning

Assessment AS Learning

Assess student's cognition about their learning

Students are actively involved in monitoring and assessing their learning.

Teachers show students how to do self-assessment

Teachers provide students with opportunities to practice self-monitoring and self-reflection.

Continuous process

Teachers guide students in setting learning goals.

Students assess their own learning.

Improves student's learning and motivation

Assessment OF Learning

Assess what students have learned

Students are not directly involved in the assessment process.

Certify student's competence

May increase or decrease learner's motivation

Promotes ranking or sorting of students

Reveal student's level of understanding

Less emphasis on improving student's learning

Emphasizes accountability to meet standards

Teacher assess student's learning

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THANK YOU