

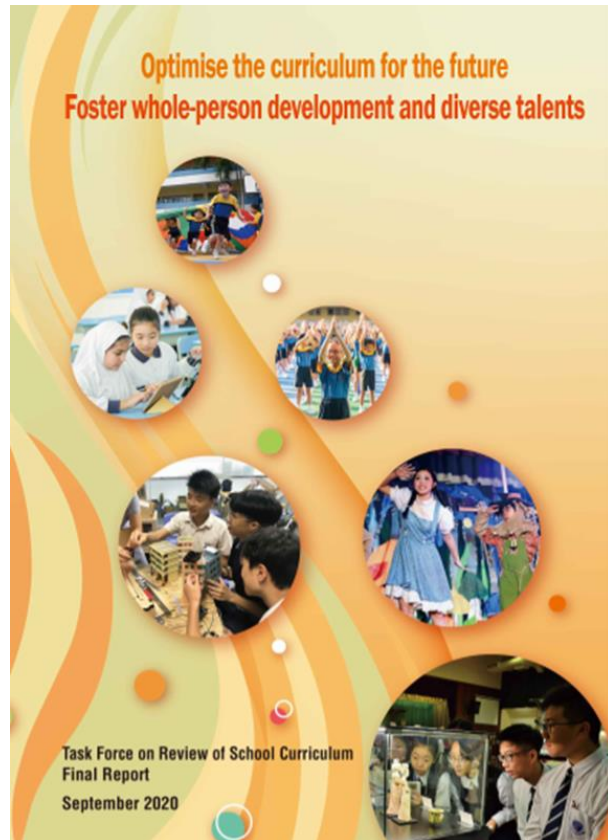
Enhancing **Assessment Literacy through
Effective Use of the **Learning Progression Framework**
(Reading and Listening Skills) (Re-run)**

**English Language Education Section
Curriculum Development Institute
Education Bureau
February/March 2024**

Course Objectives

- To enhance teachers' knowledge of the relationship and purposes of **Assessment of, for and as Learning**;
- To introduce the use of the **Learning Progression Framework (LPF)** as a **reference tool** to promote assessment literacy in the school English Language curriculum; and
- To explore effective strategies that **incorporate the use of the LPF** to facilitate the development of **reading and listening skills** and **Assessment for/as Learning**

Final Report of Task Force on Review of School Curriculum (2020)



Six Directions of Recommendations



Whole-person Development



Values Education and Life Planning Education



Creating Space and Catering for Learner Diversity



Applied Learning

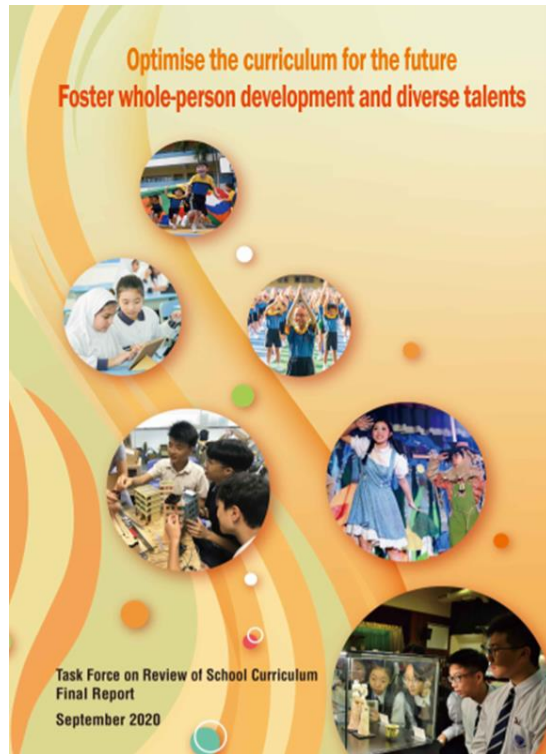


University Admissions



STEM Education

Final Report of Task Force on Review of School Curriculum (2020)



Recommendations for English Language

Catering for
Learner
Diversity

Creating
Space

Final Report of Task Force on Review of School Curriculum (2020)

Recommendations for English Language



further streamline the SBA and review how the Elective Part could be better assessed in the Writing Paper of the HKDSE

offer vocational English as an Applied Learning (ApL) course

enrich the existing curriculum, with more emphasis on the **academic and creative use of the language**

provide more opportunities for students to enhance their language competency through **LaC** and **RaC**

Examples to be Used in Today's Seminar



Listening

Reading

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 identifying information about a topic or text, using some reading strategies as appropriate	Understanding information about a topic or text, using some reading strategies as appropriate	Understanding and inferring information about a topic or text, using some reading strategies as appropriate	Understanding and inferring information about a topic or text, using some reading strategies as appropriate	Understanding and inferring information about a topic or text, using some reading strategies as appropriate	Understanding and inferring information about a topic or text, using some reading strategies as appropriate	Understanding and inferring information about a topic or text, using some reading strategies as appropriate	Understanding and inferring information about a topic or text, using some reading strategies as appropriate

Underlying Processes

- 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 (i.e. reading for academic development, reading for pleasure) in preparation for real life application.
- 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. assessing 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 texts. 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 facilitate 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 connecting with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

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ATM = Attainment Milestone

Assessment of, for and as Learning

Assessment

Assessment Data

e.g.

- Grades/levels
- Marks/scores
- Percentages
- Oral/written comments
- Checklisted comments

...

Modes of Assessment

e.g.

- Quizzes, tests, exams
- Portfolios
- Projects
- Individual/group presentations
- Homework
- Peer assessment
- Self assessment
- Teacher observations

...

Purposes of Assessment

e.g.

- Inform teaching decisions
- Self-evaluate
- Diagnose
- Motivate
- Self-monitor
- Provide feedback
- Identify

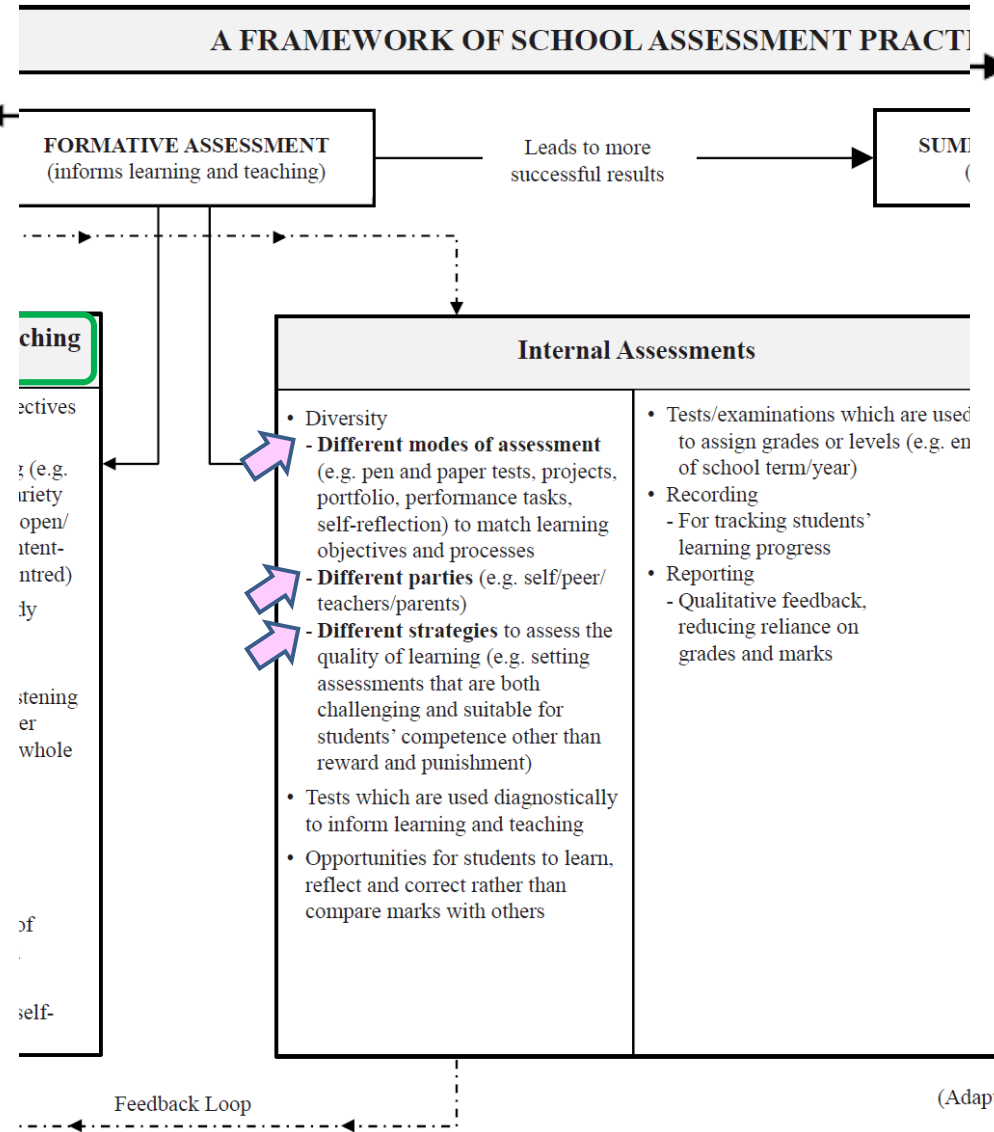
...

of Assessment

Summative Assessments

Learning and Teaching Process

- Sharing learning objectives with students
- Effective questioning (e.g. wait/pause time, a variety of question types — open/closed questions, content-centred to student-centred)
- Observation (e.g. body language, facial expressions)
- Peer learning (e.g. listening and reflecting on other students' answers in whole class setting)
- Effective feedback (e.g. clear advice for improvement/reinforcement)
- Active involvement of students in their own learning
- Raising of students' self-esteem



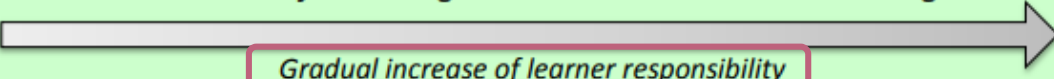
- Diversity
 - **Different modes of assessment** (e.g. pen and paper tests, projects, portfolio, performance tasks, self-reflection) to match learning objectives and processes
 - **Different parties** (e.g. self/peer/teachers/parents)
 - **Different strategies** to assess the quality of learning (e.g. setting assessments that are both challenging and suitable for students' competence other than reward and punishment)
- Tests which are used diagnostically to inform learning and teaching
- Opportunities for students to learn, reflect and correct rather than compare marks with others

(Adapted from Shirley Clarke)

Purposes of Assessment

Formative and Summative Assessments

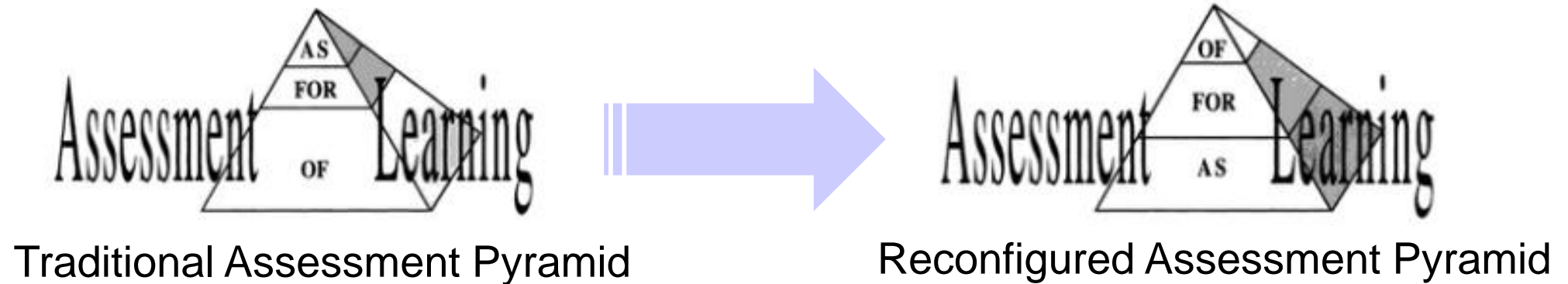
An overview of the key considerations among assessment *of*, *for* and *as* learning

	Summative Assessment Assessment <i>of</i> Learning	Formative Assessment Assessment <i>for</i> Learning Assessment <i>as</i> Learning	
			
		<i>Teacher-centred</i>	<i>student-centred</i>
Purposes and objectives	<ul style="list-style-type: none"> To assess learners' achievement against set learning goals and standards 	<ul style="list-style-type: none"> To enable teachers to use information about learners' knowledge, understanding and skills to inform their teaching and enhance students' learning 	<ul style="list-style-type: none"> To involve learners in the learning process where they monitor their own progress, ask questions and practise learning strategies To enable learners to use self-evaluation and teachers' feedback to reflect on and consolidate their own learning and work towards the set personal learning goals
Use of assessment data	<ul style="list-style-type: none"> For selection, placement, promotion and awarding qualifications 	<ul style="list-style-type: none"> For providing information to facilitate teachers' instructional decisions For providing feedback and suggestions to help learners make improvement <ul style="list-style-type: none"> For informing learners of their strengths and weaknesses 	<ul style="list-style-type: none"> For learners' self-monitoring, self-correction, making self-improvement and adjusting personal learning goals
Reference points	<ul style="list-style-type: none"> Performance of other candidates 	<ul style="list-style-type: none"> Set teaching objectives and expected learning outcomes 	<ul style="list-style-type: none"> Personal goals and expectations
Modes	<ul style="list-style-type: none"> Pen and paper tests and examinations Practical exams 	<ul style="list-style-type: none"> Observations / assignments / self-evaluation forms Self-access and self-directed learning tasks 	

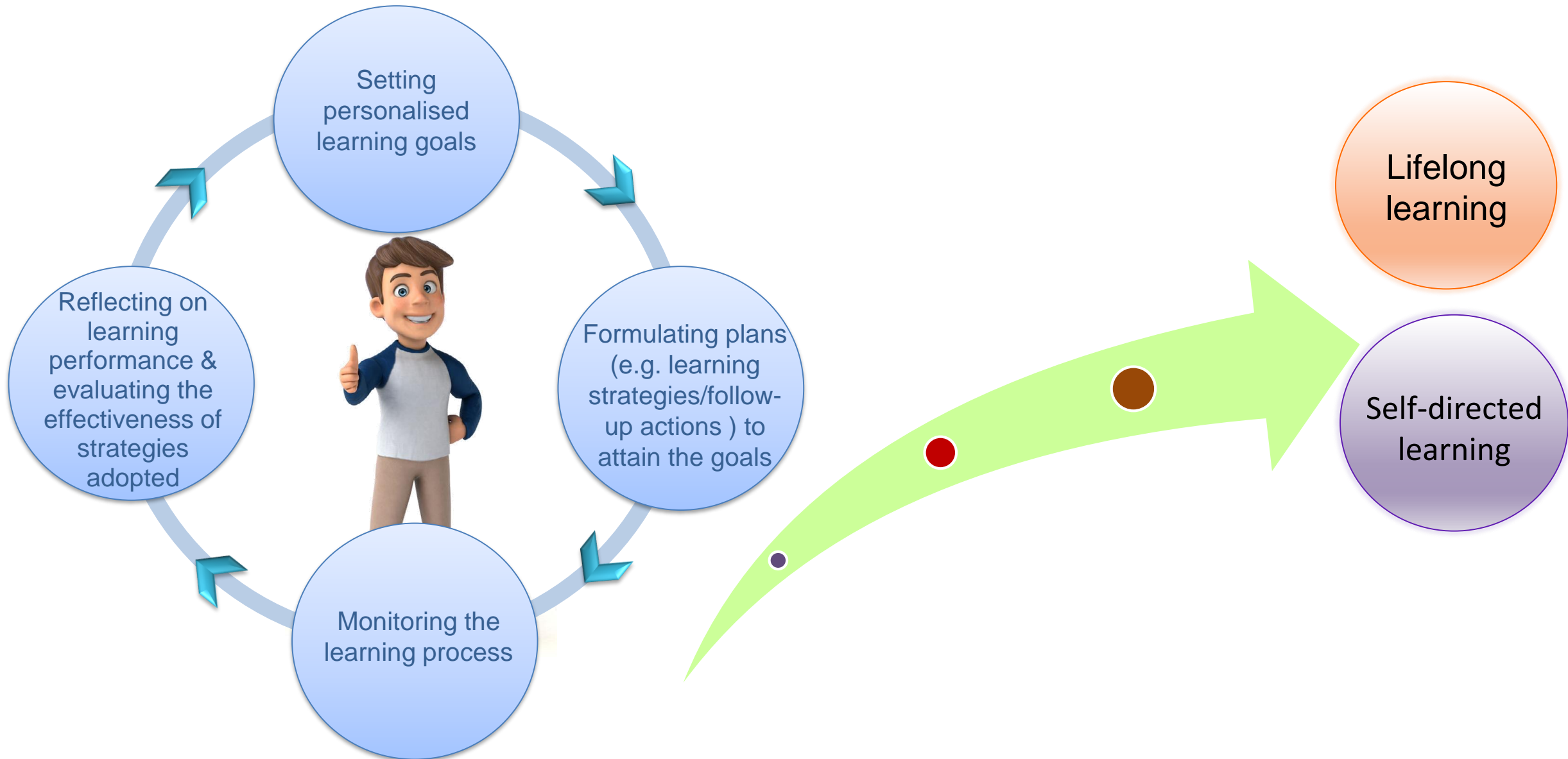
With appropriate use of the assessment data, pen and paper tests and exams can be adopted as formative assessment.

Purposes of Assessment

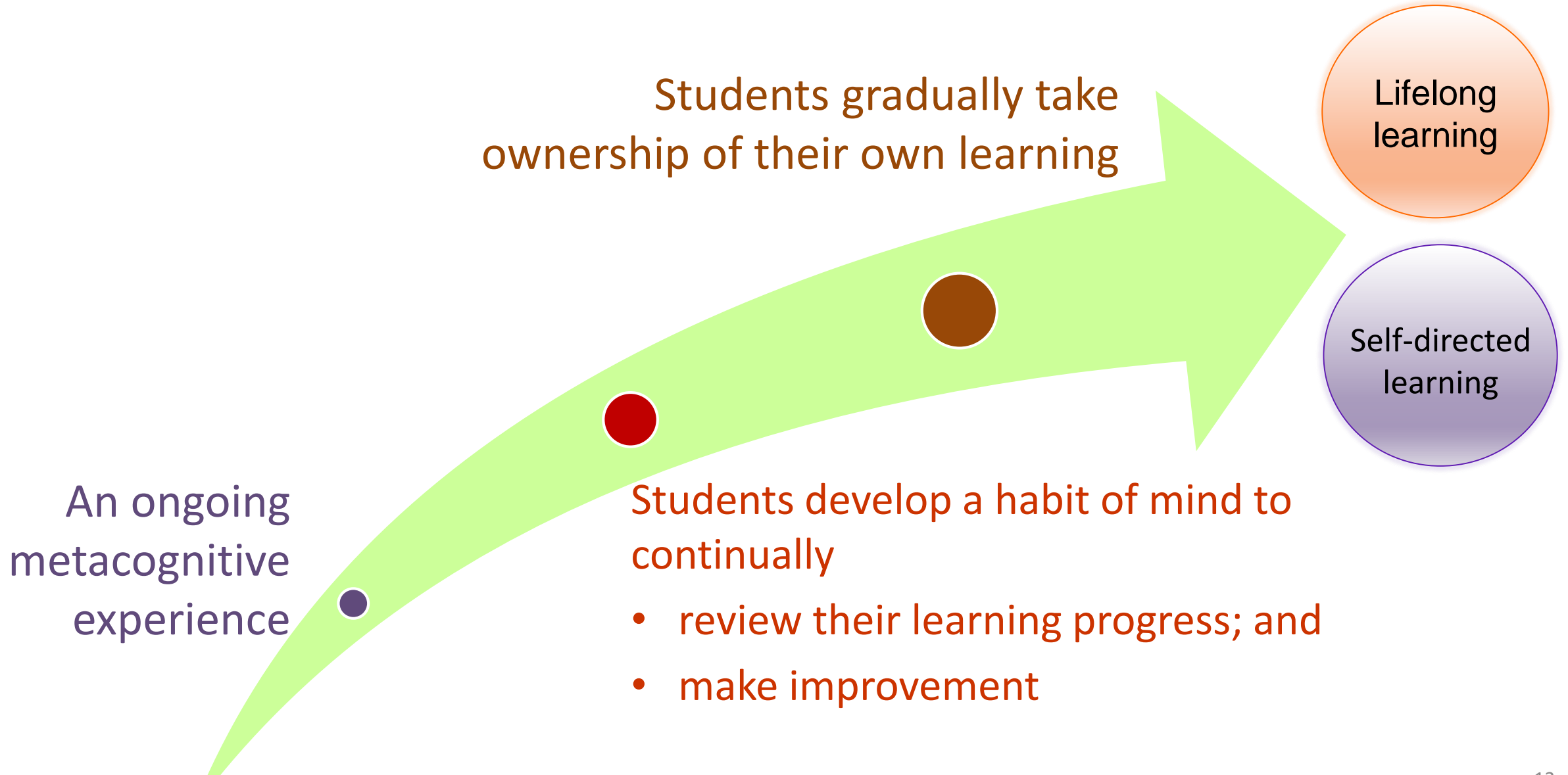
🌱 Shifting the Balance



Promoting Assessment as Learning



Promoting Assessment as Learning



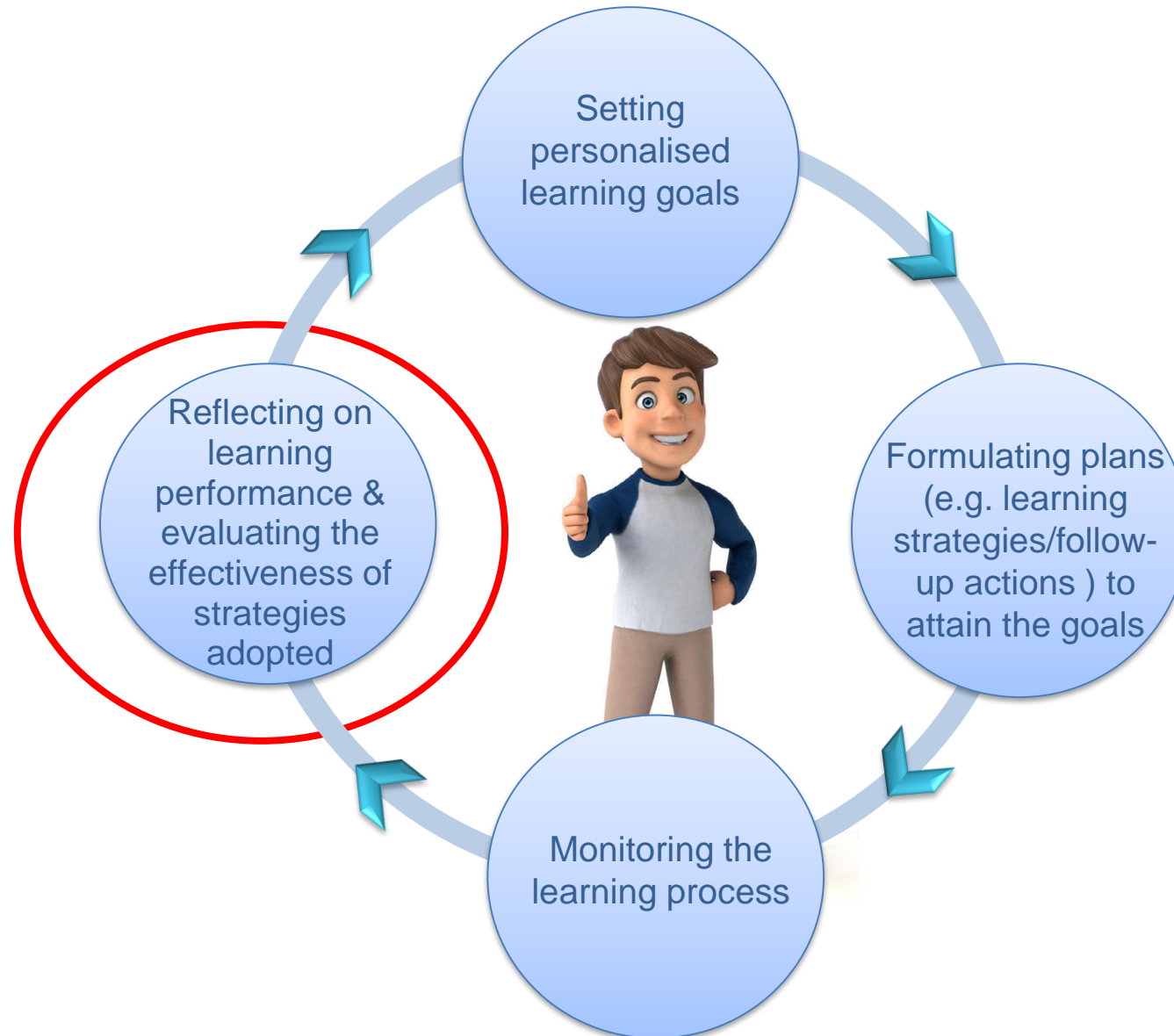
Use of Assessment Data to Enhance Curriculum Planning

Activity 2 (Discussion)

What reference tools (e.g. rubrics) do you make use of when providing students with feedback on their reading and listening skills?



Reference Tools for Assessments



Reference Tools for Assessments

Student	Performance on reading
Billy	7 points
Kelly	7 points

- Do Billy and Kelly have the same learning performance and progress?
- Should Billy and Kelly set the same learning goals?

	Poor (1 point)	Fair (2 points)	Good (3 points)	Excellent (4 points)
Understanding words and expressions used in texts			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Identifying writers' attitudes signalled in texts	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>			
Analysing the development of ideas in texts		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Understanding the LPF

The Learning Progression Framework (LPF) for English Language

Speaking

Listening

Writing

Reading

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 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 range of listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of texts with some complexity, using and integrating a range of listening strategies as appropriate	Understanding, inferring and interpreting information, ideas and feelings in complex texts, using and integrating a range of listening strategies as appropriate	Understanding, inferring and interpreting information, ideas and feelings in complex texts, using and integrating a range of listening strategies as appropriate

The Learning Progression Framework for ENGLISH LANGUAGE (SPEAKING SKILLS)

The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)

The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)

Underlying Principles

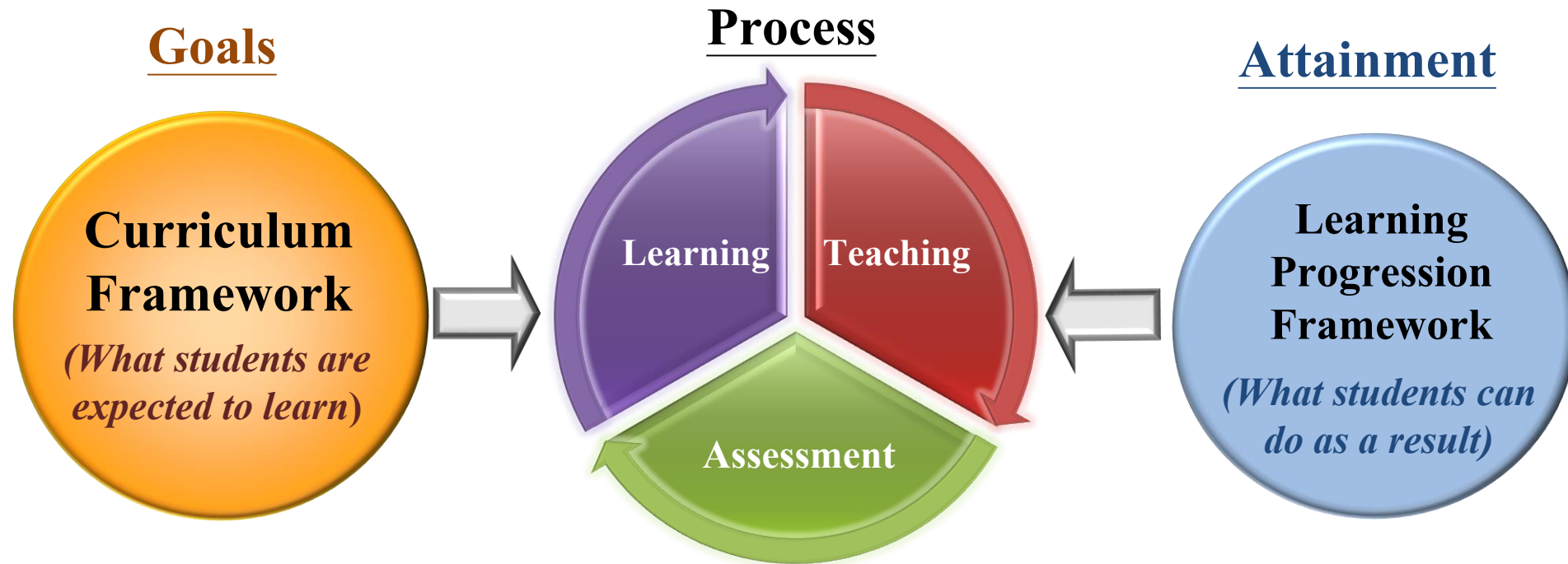
- Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.
- Learners are exposed to a variety of text types and listening purposes (e.g. radio programmes, audio books) 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).
- Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts (e.g. overlapping turns, hesitations, redundancy).
- The development of some basic listening strategies does not readily lead itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example:
 - basic listening
 - selecting prior knowledge
 - activating the likely development of spoken texts, and
 - being selective while listening (e.g. discriminating relevant from irrelevant information based on individual circumstance or task requirements).
- 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.

Classroom interactions are crucial to the development of listening skills and strategies. The amount of support provided is gradually reduced to promote learner independence.

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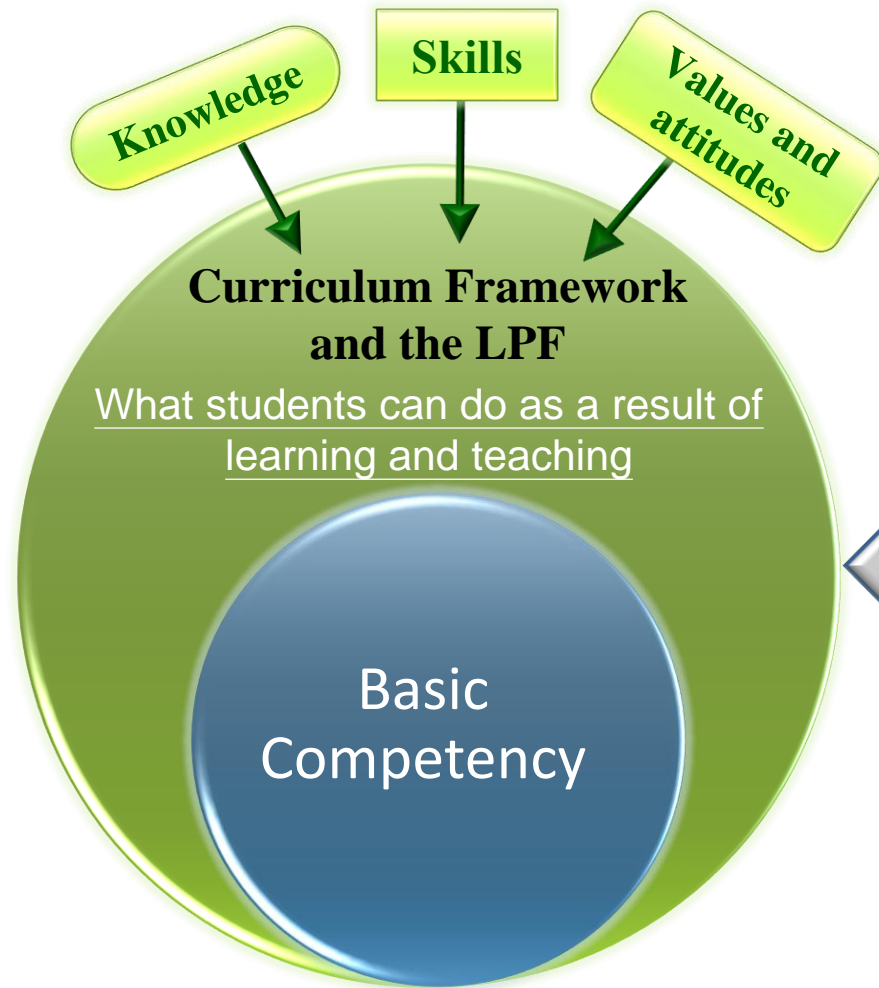
ATM = Attainment Milestone

Curriculum Framework, Learning, Teaching and Assessment, and the LPF

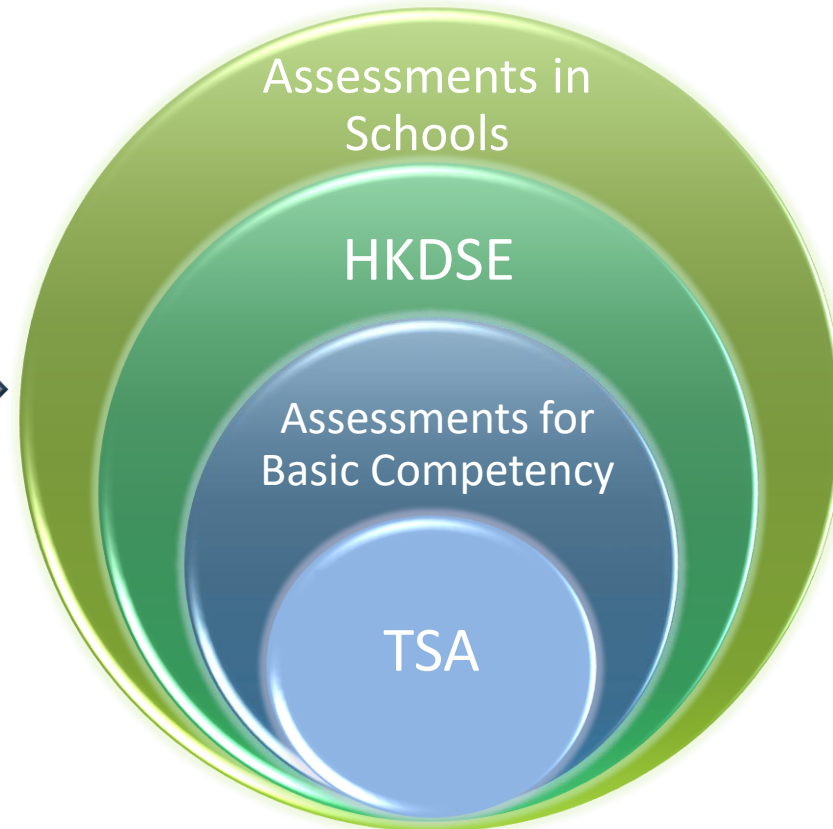


Curriculum Framework and Assessment

Curriculum Framework and Learning Progression Framework



Assessment for/as Learning



What is the LPF for English Language?



represents **the growth of learners on a developmental continuum** as they work towards the Learning Targets and Learning Objectives of the English Language curriculum;

is made up of **Learning Outcomes** organised under the four language skills and divided into **eight levels of attainment**;

helps teachers better understand and articulate **learners' performance**; and

helps teachers **plan strategically how to enhance English Language learning and teaching.**

What are the Purposes of Developing the LPF?



To provide reference for understanding students' learning progress



To help schools plan and review the school English Language curriculum and L&T strategies



To help students progress along the learning continuum



Summative assessment / Benchmarking students

Understanding the Learning Progression

Activity 3 (Matching activity)

a) Study the Outcome Statements for three levels of the LPF for Reading:

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, 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 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	

b) Match the outcome statements to the three ATMs (ATMs 1, 5 and 8)

c) Identify the three aspects in the progression of the Outcome Statements for Reading.

Progression of the Learning Outcomes

Activity 3 (Matching activity)

b) Match the outcome statements to the three ATMs (ATMs 1, 5 and 8)

Level 1

Understanding information and ideas in some short simple texts, using some reading strategies as appropriate

Level 5

Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using & integrating a small range of reading strategies as appropriate

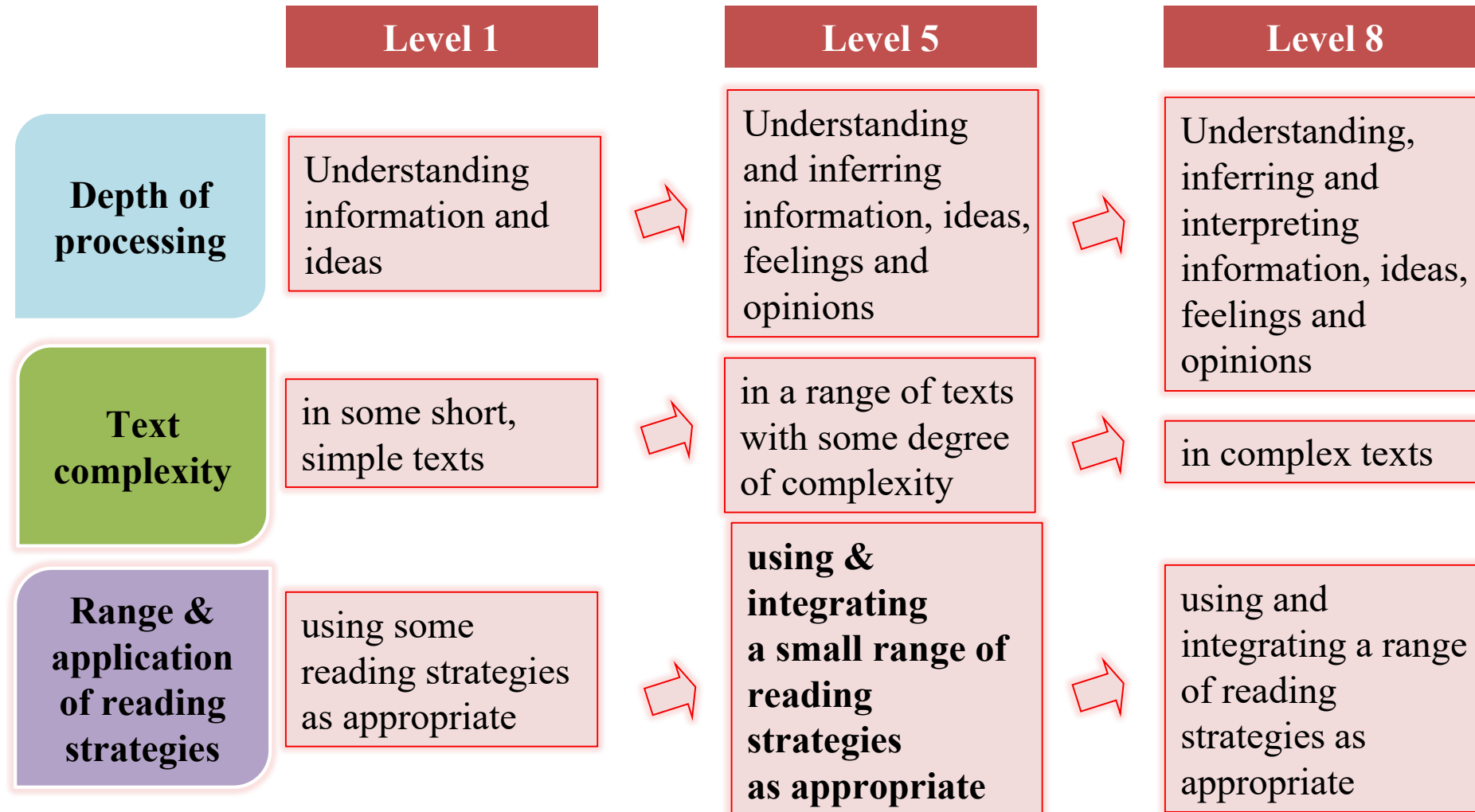
Level 8

Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts using and integrating a range of reading strategies as appropriate

Progression of the Learning Outcomes

Activity 3 (Matching activity)

- c) Identify the three aspects in the progression of the Outcome Statements for Reading.



Outcome Statements in the LPF

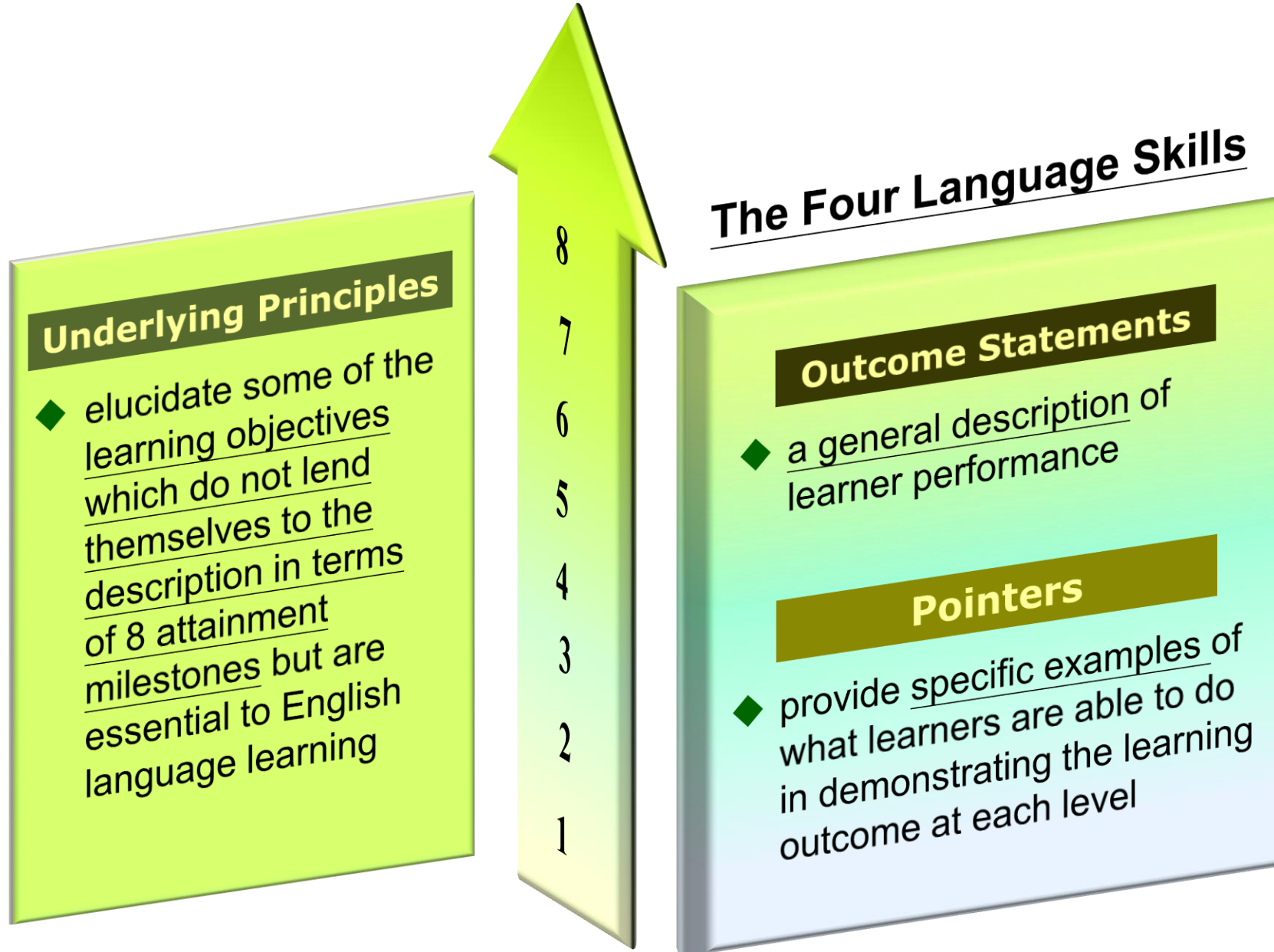
Depth of processing



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



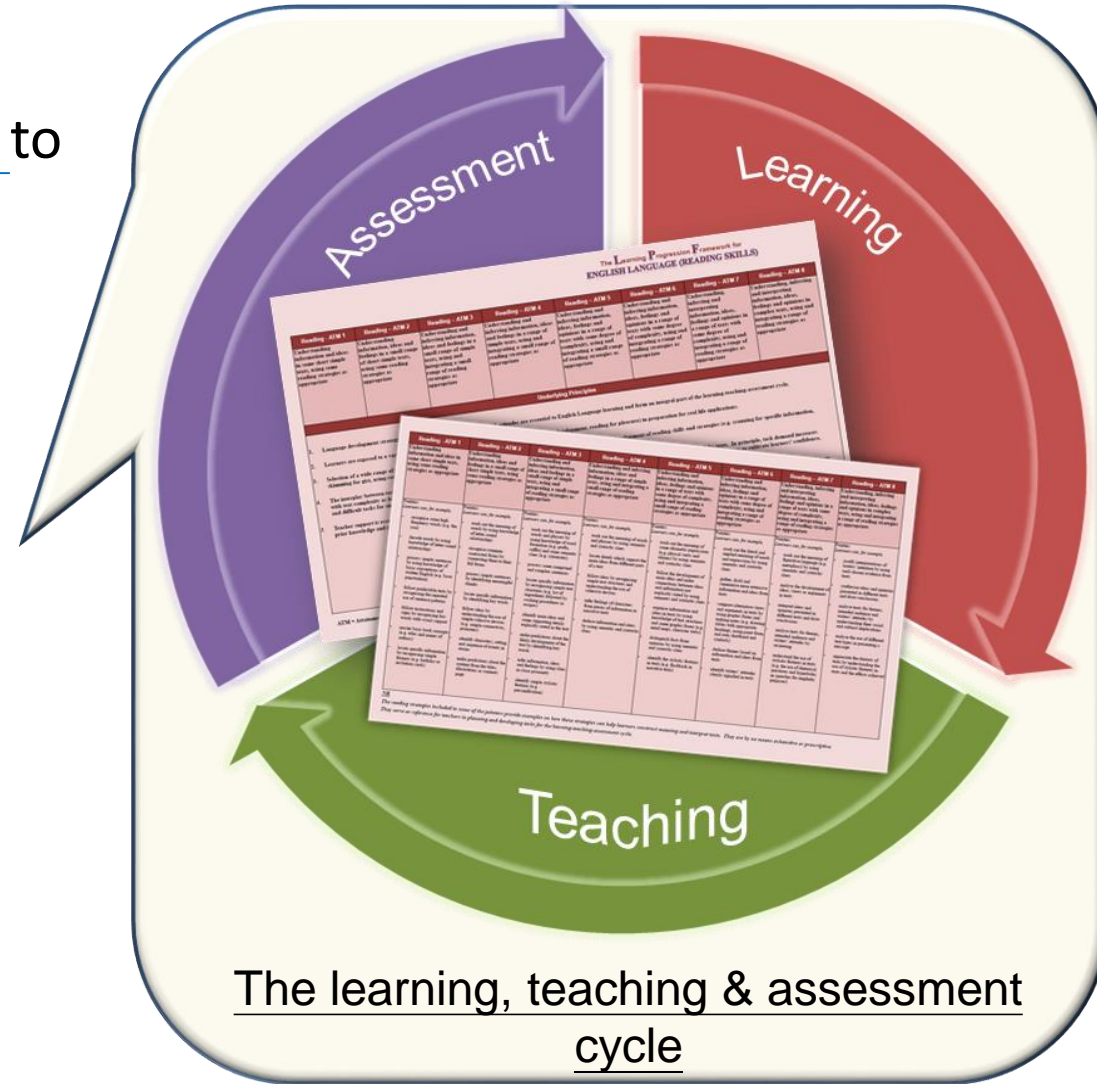
Structure of the LPF



Use of the **LPF for Reading**

Curriculum Planning

- Providing a common “language” and “tool” to facilitate professional discussions among teachers



The Development of Reading Skills and Strategies across Key Stages

Key Stages 1 and 2

Developing Basic Skills and Strategies

- 40% of English lesson time on Reading Workshops
- Using literary & information texts to facilitate the development of reading skills in context

Key Stage 3

Expanding the Repertoire of Reading Skills and Strategies

- Preparing students for meeting the language demand at KS4
- Extending students' learning experiences through promoting LaC/RaC

Key Stage 4

Optimising English Language

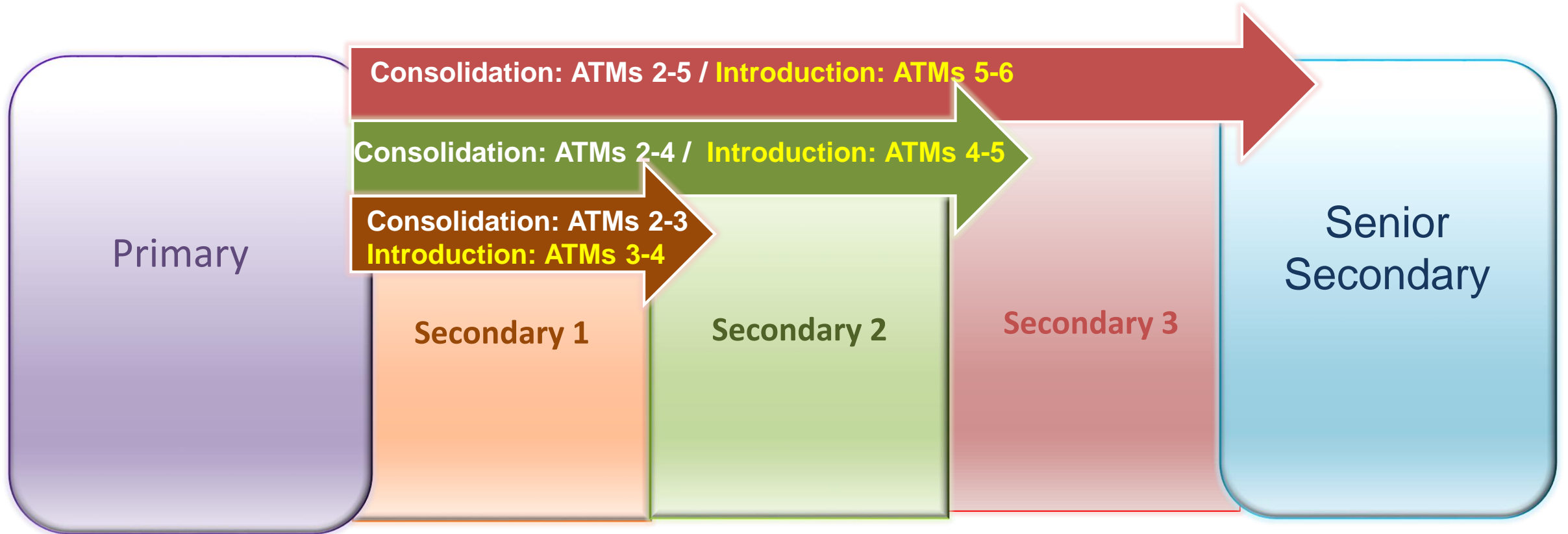
- Supporting students to conduct independent reading
- Enriching students' learning experiences through promoting the academic and creative use of English

- Further studies, work
- Lifelong language learning

Curriculum Planning

- Developing students' reading skills and strategies across levels

An example



Curriculum Planning

- Enhancing the interface across key stages of learning

Bridging the Gap for a Smooth Transition – Strengthening Connections and Progressions in the Secondary English Language Education Curriculum

Students need to adapt to changes in their school life while progressing from one key stage to the next. A smooth transition across key stages is a positive step forward in a student's learning journey and it helps build a firm foundation for success throughout their schooling. It is therefore crucial to strengthen curriculum continuity, prepare students well for the next key stage of learning, and equip them with the language knowledge and skills to meet the challenges ahead.

Why is a smooth transition important?

Equipping students for learning challenges

As students progress from the primary to the secondary level, the language and cognitive demands in learning grow. They are expected to communicate more abstract and complex ideas in a variety of contexts using more advanced language items and structures. While they need to cope with increasingly complex texts as they progress along the English Language Education curriculum, they may also need to acquire language skills for academic purposes, which may involve the use of more subject-specific vocabulary and more complicated sentence structures to perform different rhetorical functions, to support them in learning across the curriculum.

Catering for learner diversity

Senior Secondary Level
Core subject: English Language
Elective subject: Literature in English

Learning non-language subjects through English

English-related Applied Learning courses

With a view to catering for students' learning needs, interests and aspirations and stretching their potential, learning experiences essential to broadening and enriching students' English knowledge, skills and experience for further studies and vocational and professional training should be provided. Schools should consider offering an English-related elective subject and/or Applied Learning courses at the senior secondary level to complement and enrich English learning and plan holistically to prepare students well for taking these electives.

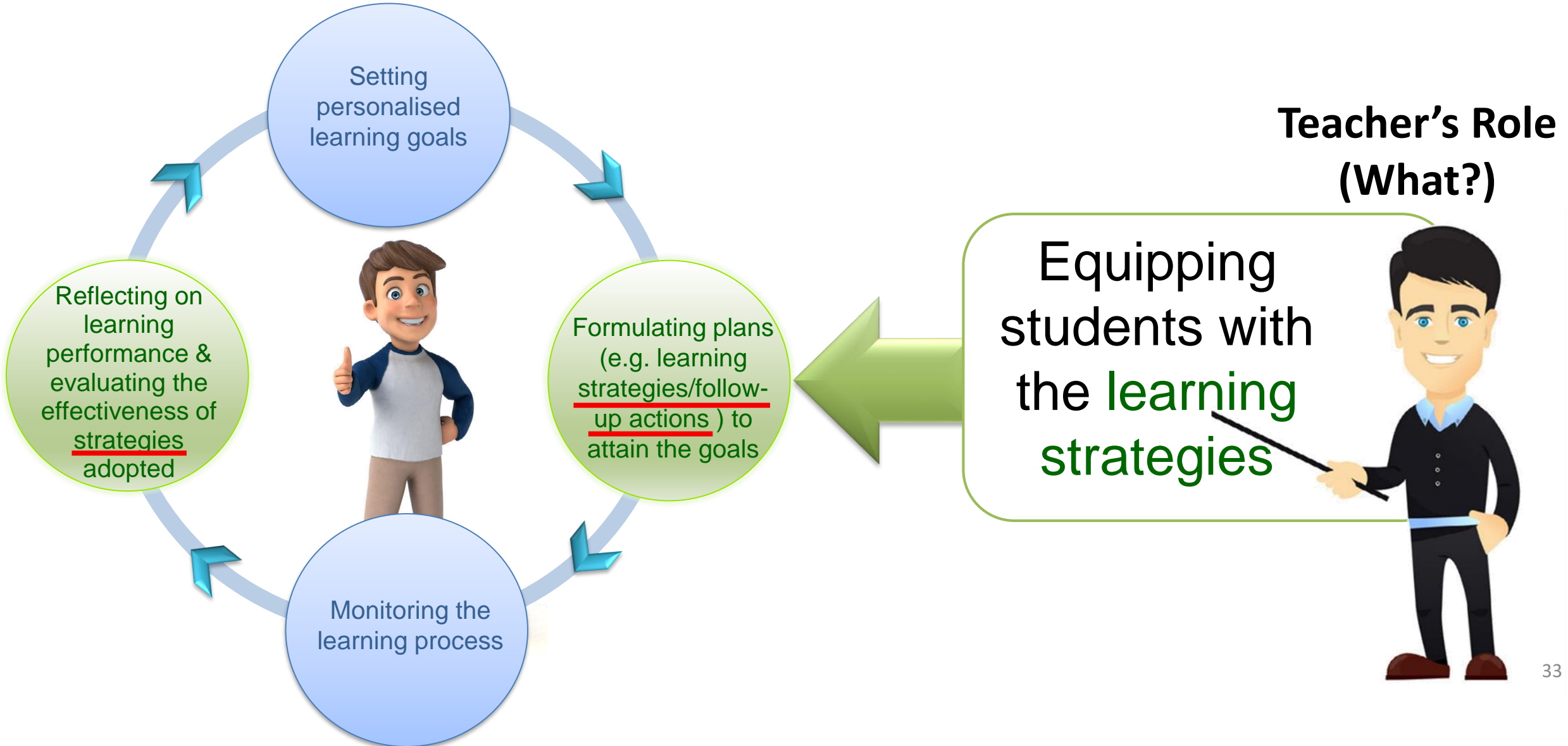
Leaflet on "Bridging the Gap for a Smooth Transition - Strengthening Connections and Progressions in the Secondary English Language Education Curriculum"



https://www.edb.gov.hk/bridging_the_gap

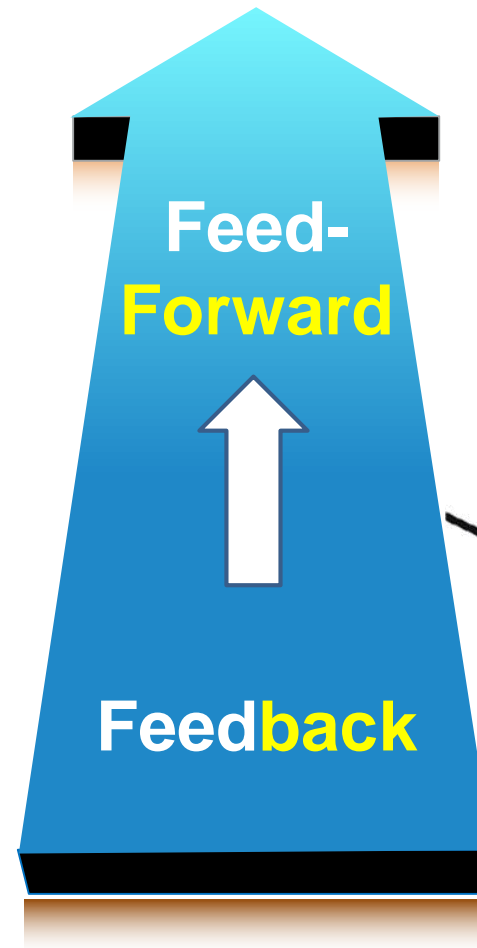
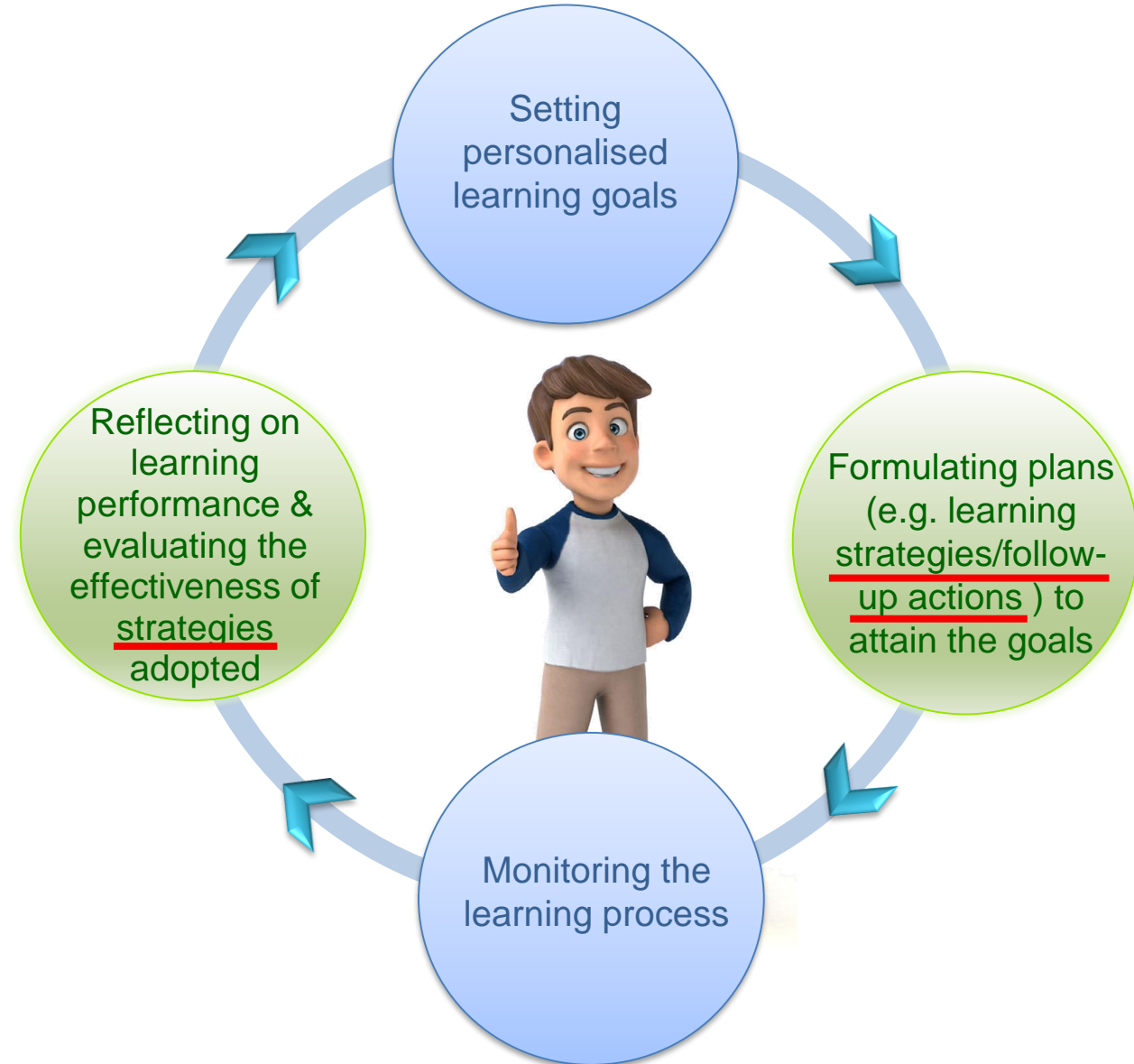
Learning, Teaching and Assessment

🌱 Promoting Assessment for/as Learning



Learning, Teaching and Assessment

🌱 Promoting Assessment for/as Learning

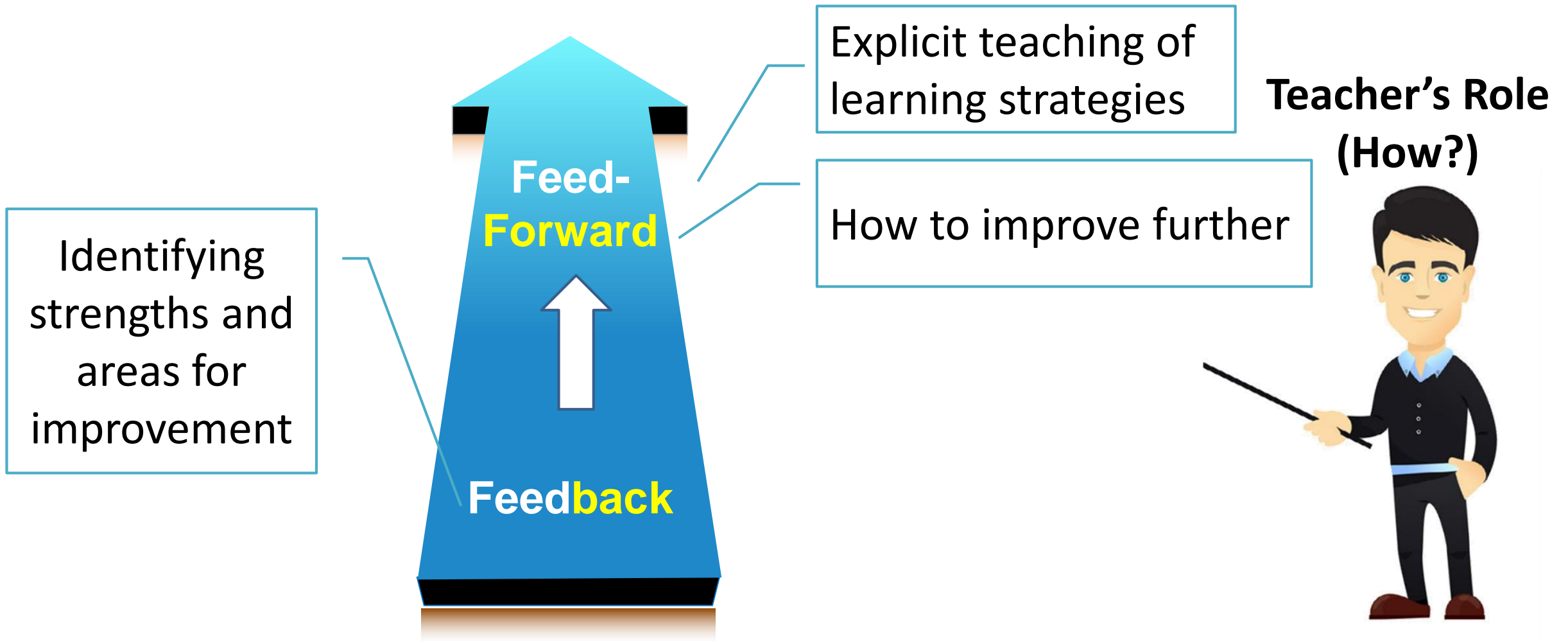


Teacher's Role (How?)



Learning, Teaching and Assessment

🌱 Promoting Assessment for/as Learning



Learning, Teaching and Assessment

Promoting Assessment for / as Learning

Where are the students going?

- Identifying learning goals and assessment criteria
- Using examples & models of strong & weak work

What do the students need to do in order to get there?

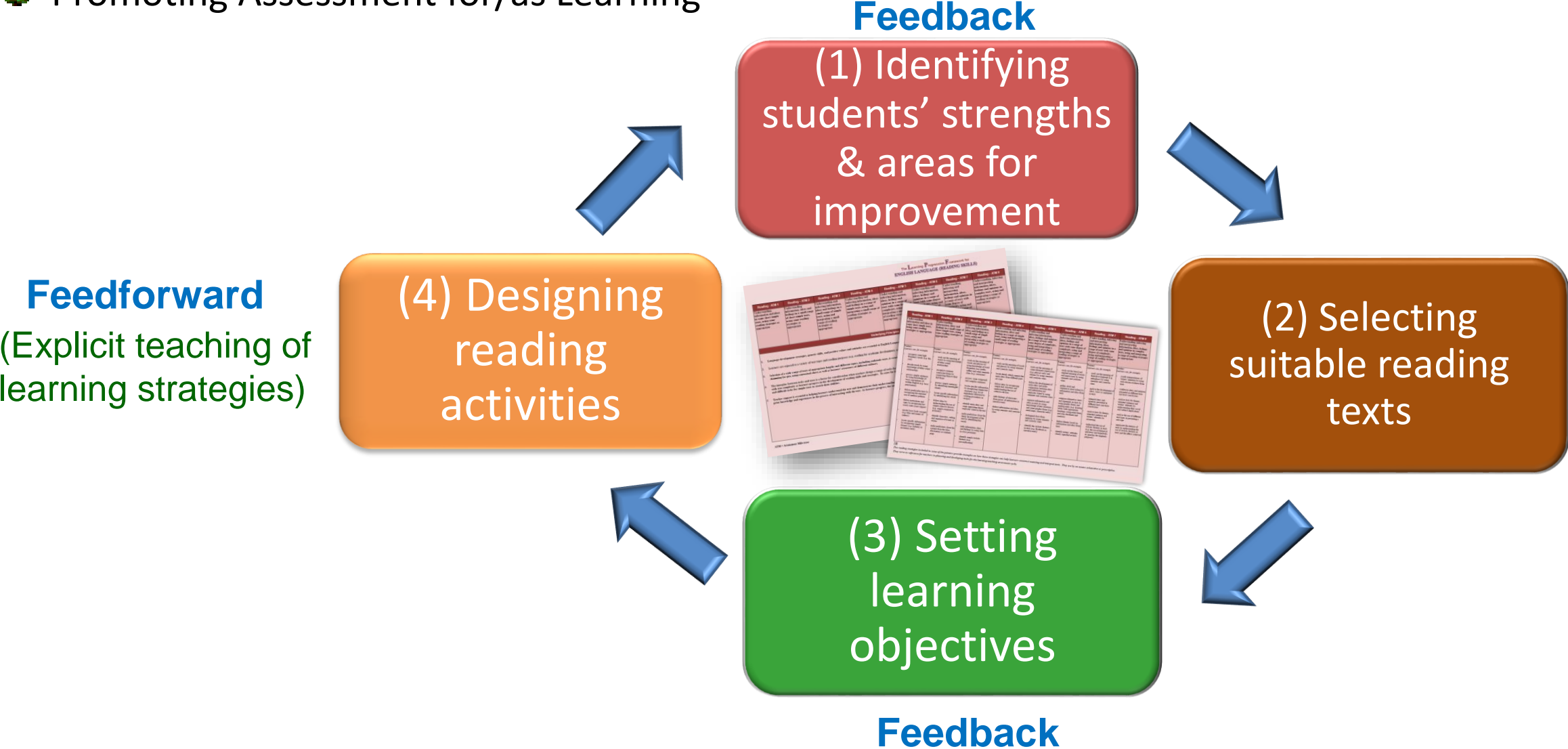
- Equipping students with the skills and strategies through targeted instruction and guidance
- Providing quality feedback that helps students progress further
- Engaging students in self-reflection & letting them keep track of their own learning

Where are the students now?

- Understanding students' learning performance through a variety of assessment activities, e.g. self-, peer-, teacher assessment

Learning, Teaching and Assessment

● Promoting Assessment for/as Learning



Learning, Teaching and Assessment

❁ (1) Identifying students' strengths and areas for improvement

Where are the students now?



Identifying reading skills and strategies that

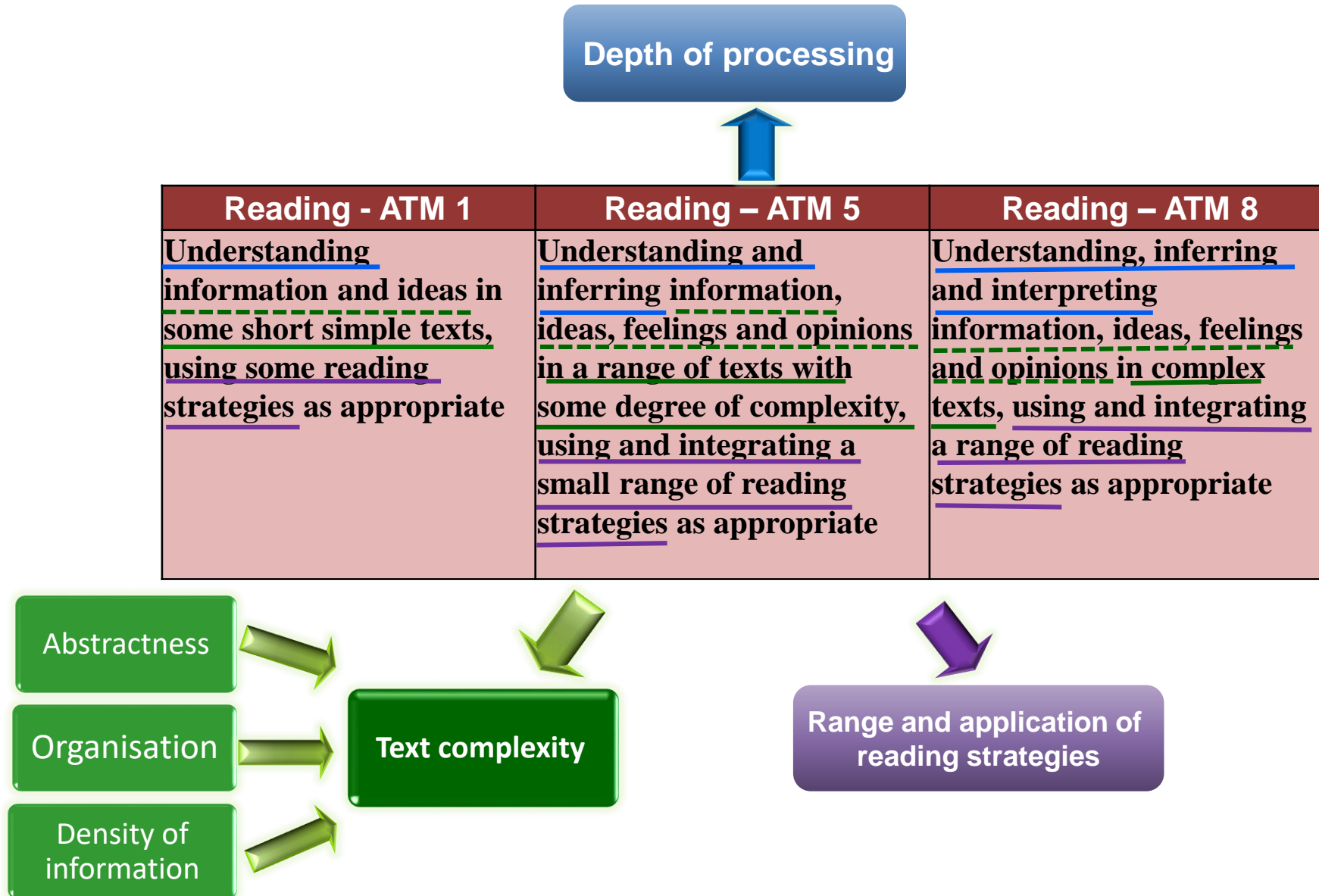
- ✓ need to be further stretched
- ✓
 - ✗
 } need to be supported
- ? need to be given opportunities for development

An example

Reading – ATM 2	Reading – ATM 3	Reading – ATM 4
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
Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✓ work out the meaning of words by using knowledge of letter-sound relationships ✓ locate specific information by identifying key words ✓ follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns) 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✓ work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) ✓ locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes) ✓ identify main ideas and some supporting details explicitly stated in the text 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ? work out the meaning of words and phrases by using semantic and syntactic clues ✗ locate details which support the main ideas from different parts of a text ✓ follow ideas by recognising simple text structures and understanding the use of cohesive devices

Learning, Teaching and Assessment

❁ (2) Selecting suitable reading texts



Learning, Teaching and Assessment

❁ (3) Setting learning objectives to help students improve further

Where are the students going?



Reading objectives

(ATM 3.1)

- work out the meaning of words and phrases by using knowledge of word formation (e.g. suffix)

(ATM 4.3)

- follow ideas by recognising simple text structures

An example

Reading – ATM 2	Reading – ATM 3	Reading – ATM 4
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
Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>
<ul style="list-style-type: none"> ✓ work out the meaning of words by using knowledge of letter-sound relationships ✓ locate specific information by identifying key words ✓ follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns) 	<ul style="list-style-type: none"> ✓ work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) ✓ locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes) ✓ identify main ideas and some supporting details explicitly stated in the text 	<ul style="list-style-type: none"> ? work out the meaning of words and phrases by using semantic and syntactic clues ✗ locate details which support the main ideas from different parts of a text ✓ follow ideas by recognising simple text structures and understanding the use of cohesive devices

The Development of Reading Skills and Strategies across Key Stages

Key Stages 1 and 2

Developing Basic Skills and Strategies

- 40% of English lesson time on Reading Workshops
- Using literary & information texts to facilitate the development of reading skills in context

Key Stage 3

Expanding the Repertoire of Reading Skills and Strategies

- Preparing students for meeting the language demand at KS4
- Extending students' learning experiences through promoting LaC/RaC

Key Stage 4

Optimising English Language

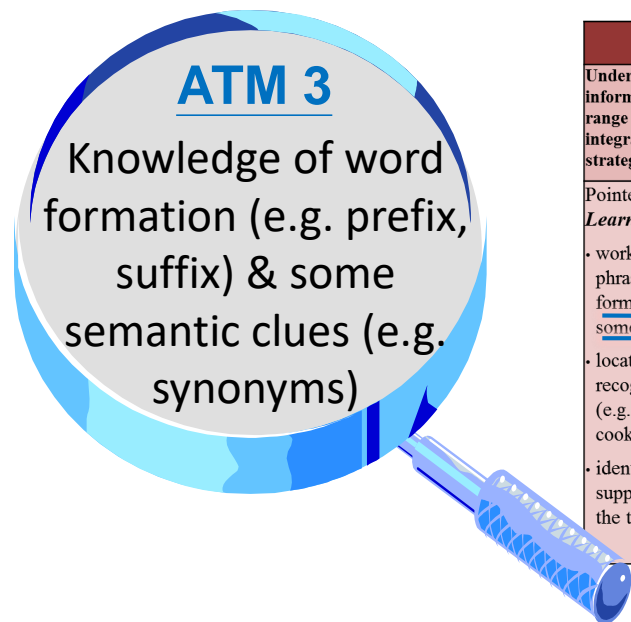
- Supporting students to conduct independent reading
- Enriching students' learning experiences through promoting the academic and creative use of English

- Further studies, work
- Lifelong language learning

Promoting LaC/RaC at the Junior Secondary Level

Underlying Principles		
2) Learners are exposed to a <u>variety of text types and reading purposes (e.g. reading for academic development, reading for pleasure)</u> in preparation for real life applications.		
Reading – ATM 3	Reading – ATM 5	Reading – ATM 7
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, 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, 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
<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of words and phrases by using <u>knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms)</u> locate specific information by recognising <u>simple text structures</u> (e.g. list of ingredients followed by cooking procedures in recipes) identify main ideas and some supporting details explicitly stated in the text 	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues organise information and ideas in texts by using <u>knowledge of text structures and some graphic forms (e.g. mind maps, character webs)</u> 	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues <u>analyse the development of ideas, views or arguments in texts</u> <u>interpret ideas</u> and opinions presented in different texts and <u>draw conclusions</u> <u>analyse texts</u> for themes, intended audience and writers' attitudes by reviewing

Promoting LaC/RaC at the Junior Secondary Level



Reading – ATM 3	Reading – ATM 5	Reading – ATM 7
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, 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, 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
Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> work out the meaning of words and phrases by <u>using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms)</u> locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes) identify main ideas and some supporting details explicitly stated in the text 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs) 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues analyse the development of ideas, views or arguments in texts interpret ideas and opinions presented in different texts and draw conclusions analyse texts for themes, intended audience and writers' attitudes by reviewing

Knowledge of Word Formation

- Affixation [e.g. exhale (away from), overpopulation (too much), non-metal (not)]
- Compounding [e.g. test tube, measuring cylinder]
- Conversion [e.g. access the file (n → v), google (n → v)]
- Blending [e.g. smog = smoke + fog, bionic = biology + electronic]

Promoting LaC/RaC at the Junior Secondary Level

ATM 3, 5 & 7
 Knowledge of text structure, graphic forms

Rhetorical functions in different text structures

Reading – ATM 3	Reading – ATM 5	Reading – ATM 7
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, 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, 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
<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) locate specific information by recognising <u>simple text structures</u> (e.g. list of ingredients followed by cooking procedures in recipes) identify main ideas and some supporting details explicitly stated in the text 	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues organise information and ideas in texts by using <u>knowledge of text structures and some graphic forms (e.g. mind maps, character webs)</u> 	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues <u>analyse</u> the development of ideas, views or arguments in texts <u>interpret</u> ideas and opinions presented in different texts and <u>draw conclusions</u> <u>analyse</u> texts for themes, intended audience and writers' attitudes by reviewing

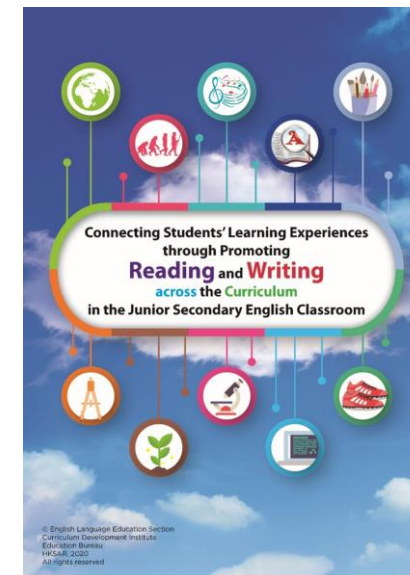
Higher order thinking Skills

Examples of Rhetorical Functions and their Related Language Items Commonly Found across KLAs

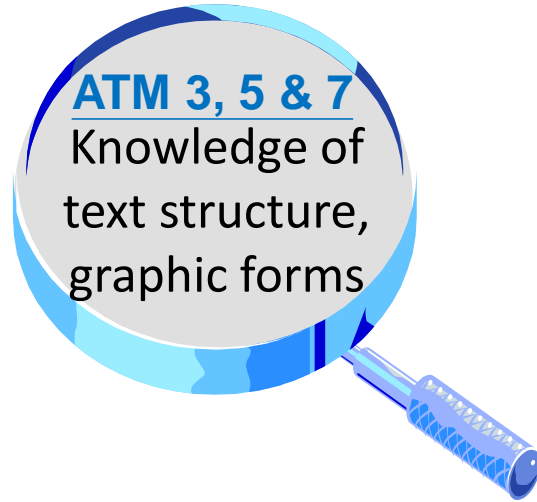
Examples of Rhetorical Functions	Language Items (Examples)	Examples
Comparing/Contrasting	“However”, “on the contrary”, “similarly”	<i>Some historians think that the paintings had entertainment functions. <u>However</u>, these paintings were usually found at...(PSHE)</i>
Sequencing	“After”, “before”, “then”	<i>Clean the food thoroughly <u>before</u> cooking...(TE)</i>
Explaining	“Since”, “because of”, “as a result (of)”	<i><u>As a result</u>, more sulphur dioxide is produced...(SE)</i>
Describing	Adjectives, relative clauses	<i><u>Larger</u> current makes the bulb <u>brighter</u>...(SE)</i>
Defining	“Refers to”, “is known as”	<i>Osmosis <u>refers to</u> the diffusion of fluid...(SE)</i>
Making suggestions	“Can”, “may”, “suggest”	<i>The government <u>can</u> make better use of the land through...(PSHE)</i>
Giving instructions	Imperatives	<i><u>List</u> the characteristics of the four phases in the long jump...(PE)</i>
Presenting facts	Present tense	<i>A computer system <u>consists of</u>...(TE)</i>
Presenting past events	Past tense	<i>The waltz <u>was</u> originally a peasant dance in Austria...(AE)</i>
Making assumption	Conditional clauses, “let”, “suppose”	<i><u>Suppose</u> Jane’s salary is \$10,000 now. What is the percentage of...(ME)</i>

CDC Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1 — 3) 2018 – Chapter 6

More examples



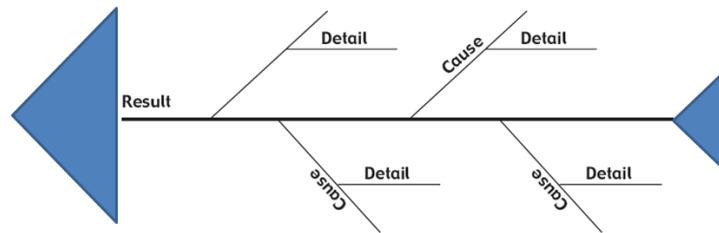
Promoting LaC/RaC at the Junior Secondary Level



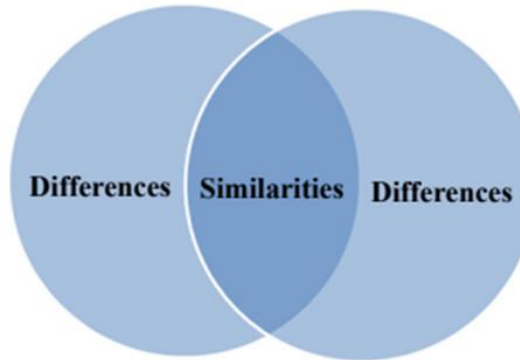
Reading – ATM 3	Reading – ATM 5	Reading – ATM 7
Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding, 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
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Examples

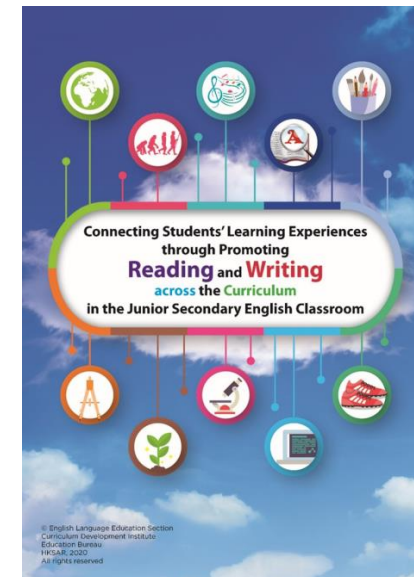
Illustrating causes and effects



Making comparison



More examples

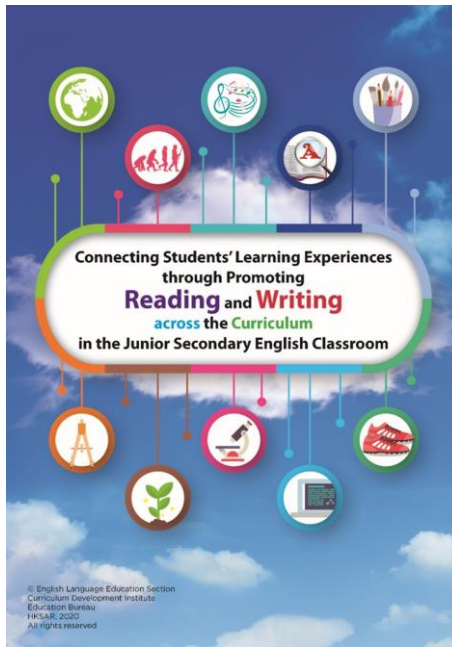


Curriculum Planning

🌱 Enhancing the interface across key stages

More examples

(Junior Secondary Level)



https://www.edb.gov.hk/RWaC_JS

(Senior Secondary Level)



https://www.edb.gov.hk/Academic_English

Supporting Students to Read Independently

Activity 5 (Pre-reading)

An Information Text
Big Bugs, 'Bad' Bugs

1. What is the title of the book?

Big Bugs, "Bad" Bugs

Bugs
↓
ugly

ATM 1.2

Decode words by using knowledge of letter-sound relationships

2. Read the title aloud. What are the special effects?

Alliteration, repetition

ATM 3.7

Identify simple stylistic features

3. What is this book about?

Bugs

ATM 2.7

Make predictions about the content from the title and illustrations

Supporting Students to Read Independently

Activity 5 (Pre-reading)

An Information Text
Big Bugs, 'Bad' Bugs

4. Can you give me an example of bugs?

Spiders

ATM 2.7

Make predictions about the content from the illustrations

5. What is the use of the quotation marks?

Meaning:

- To draw readers' focus
- To put emphasis on the word "Bad"

ATM 6.1

Work out the literal and implied meaning of words and expressions by using semantic and syntactic clues

6. Why is the word "Bad" enclosed in quotation marks?

Meaning:

May not be bad

ATM 6.1

Work out the literal and implied meaning of words and expressions by using semantic and syntactic clues

Promotion of Reading in Schools

PROMOTION OF READING IN SCHOOLS

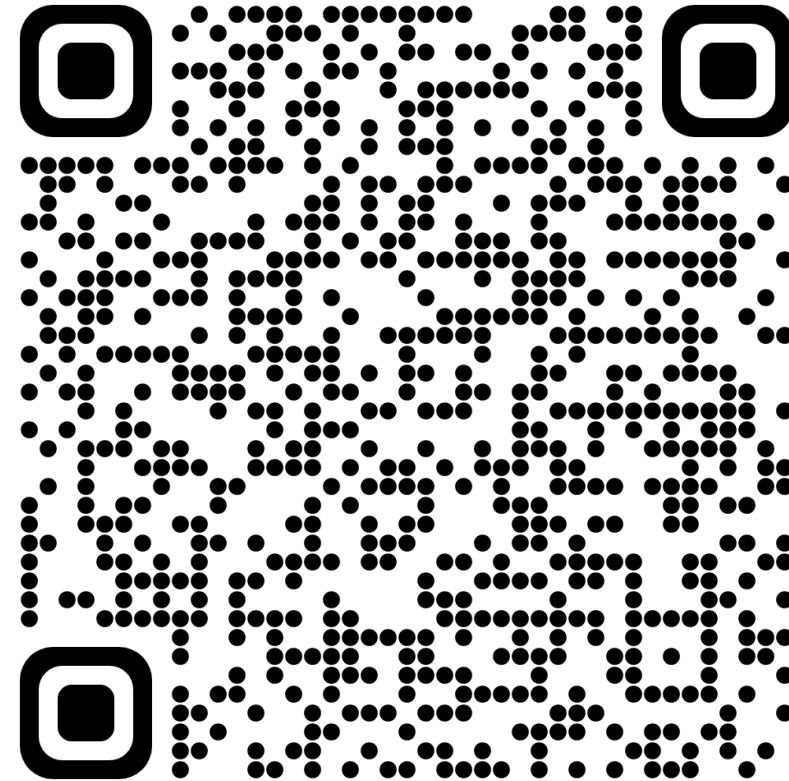


Reading is the key to unlocking students' full potential, enabling them to open up a world of possibilities. It has been a key task in curriculum development since the launch of the curriculum reform in 2001 and is always one of the top priorities in school plans and curriculum. However, are you, as an English teacher, baffled with the following questions about promoting reading?



READING-RELATED RESOURCES

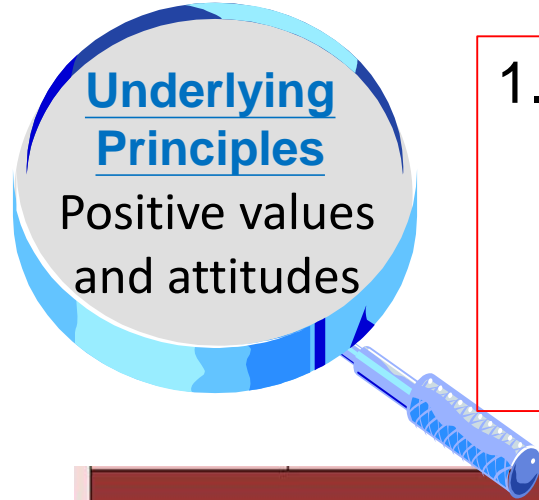
The English Language Education (ELE) Section provides numerous resources to enhance the learning and teaching of reading skills and promote reading at the primary and secondary levels. They include resource packages, recommended book lists, reading assessment tasks, professional development programmes, ETV programmes, etc. Come visit our website and explore the resources at http://www.edb.gov.hk/ele_reading.



https://www.edb.gov.hk/ele_reading

Promoting Positive
Values and Attitudes
(Underlying Principles)

Promoting LaC/RaC at the Junior Secondary Level



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.

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 reading purposes (e.g. reading for academic development, reading for pleasure) in preparation for real life applications.
3. 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.
4. 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 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.
5. 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.

Promoting Positive Values and Attitudes

Activity 6

Featured Saying of Wisdom: “It’s not the end until you’ve given up.”

I’m coming. Ready? Hey! Is that Cool? Awesome!

[1] I want to talk about, like, when I started to go to school and stuff, and a lot of people put me down. You know what I mean? Like people tease each other. I mean, people come up and say, “Hey, you’re fat ...”, you know, “Lose some weight!” And you go home and look at yourself in the mirror and go, “Argh! I’m fat! Right?” And so many people tease each other, 5 you know, you’re too short, you’re too tall, you look ... whatever! Different hair and all that. It doesn’t matter. See, the thing is, when you’re in school, and when you’re growing up in life, it actually sort of matters to people how you look. And then it matters to you because it matters to others. Why? Why does it matter how you look? Because if they don’t like you, then who will? If they don’t accept you, then who will? And the fear that we have is that we’re gonna be alone. That we’re not good enough and you know, we have to change ourselves. You know, so many people put me down and say, “Nick, you look too weird and no one’s really your friend and you can’t do this and you can’t do that.” And I couldn’t change anything. It’s not like just fixing my hair one day and everything was fine. I couldn’t change my circumstance. 10 I couldn’t just wake up one day and say, “Hey, give me arms and legs. I need arms and legs.” You know what I mean? Like you go to a bodybuilder, you know, “Can you make me some arms and legs?” No, I’m just joking. Bodybuilder, you get it? Right? I go up to people, “Can you give me a hand?” I’m just joking! 15



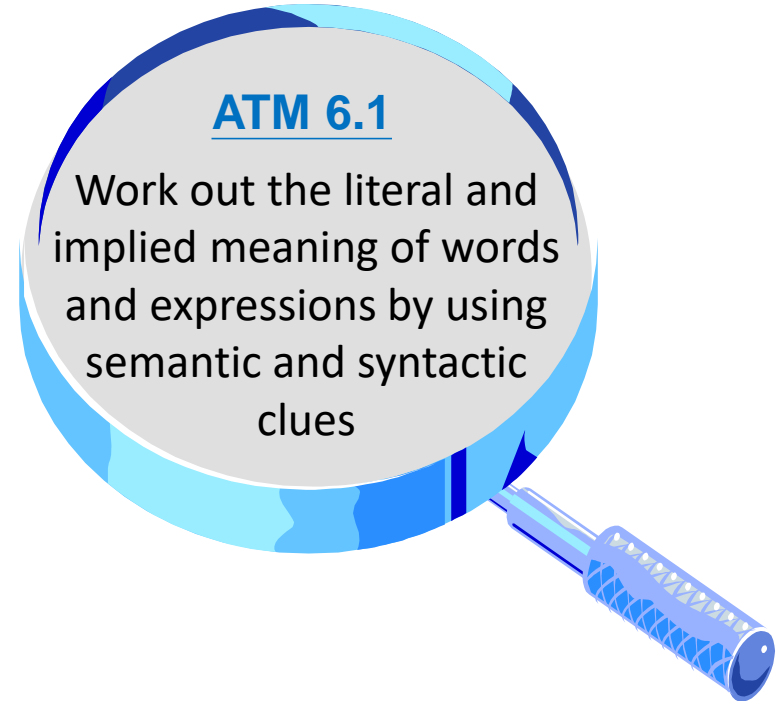
Underlying Principles

Positive values and attitudes

Promoting Positive Values and Attitudes

1) Which technique is used when Nick said “bodybuilder” and “give me a hand”?

- A. pun
- B. metaphor
- C. alliteration
- D. personification



Promoting Positive Values and Attitudes

1:20-2:02

And I couldn't change anything. It's not like just fixing my hair one day and everything was fine. I couldn't change my circumstance. I couldn't just wake up one day and say, "Hey, give me arms and legs. I need arms and legs." You know what I mean? Like you go to a bodybuilder, you know, **"Can you make me some arms and legs?" No, I'm just joking. Bodybuilder, you get it? Right? I go up to people, "Can you give me a hand?" I'm just joking!** But it was so hard because people put me down. And I started believing that I was not good enough. I started believing that I was a failure that I'd never be somebody who people would like or people would accept.

ATM 6.1

Work out the literal and implied meaning of words and expressions by using semantic and syntactic clues

1) Which technique is used when Nick said "bodybuilder" and "give me a hand"?

- A.** pun
- B. metaphor
- C. alliteration
- D. personification

Promoting Positive Values and Attitudes

Activity 6

Featured Saying of Wisdom: “It’s not the end until you’ve given up.”

I’m coming. Ready? Hey! Is that Cool? Awesome!

[3] There are some things in life that are out of your control, that you can’t change and you’ve got to live with. The choice that we have, though, is either to give up or keep on going. I wanna ask you, what are you gonna believe? Are you gonna believe in yourself or you gonna believe in everybody else’s judgement on you? Are you gonna believe people when they say that you’re a failure, that no one really likes you, that no one really cares about you? And it’s not really to say that hey you need somebody to come up to you and say, “Hey, I really like you. I care about you.” It’s not that. But it’s the fact that people put you down. People don’t even look you in the eye. People ask you how you are and you say “Fine.” but you’re not fine and they’ll never know that.



Promoting Positive Values and Attitudes

The technique that when words, phrases or sentences which come in patterns of 3 is called the '**Rule of Three**'. Nick employed the 'Rule of Three' throughout his speech. Identify an example of the 'Rule of Three' in this section.

ATM 7.5

Understand the use of stylistic features in texts (e.g. the use of rhetorical questions in speeches, repetitions)

2:31-3:06

There are some things in life that are out of your control, that you can't change and you've got to live with. The choice that we have, though, is either to give up or keep on going. I wanna ask you, what are you gonna believe? **Are you gonna believe in yourself or you gonna believe in everybody else's judgement on you? Are you gonna believe people when they say that you're a failure, that no one really likes you, that no one really cares about you?** And it's not really to say that hey you need somebody to come up to you and say, "Hey, I really like you. I care about you." It's not that. But it's the fact that people put you down. People don't even look you in the eye. People ask you how you are and you say "Fine." but you're not not fine and they'll never know that.

b) Can you identify other examples of the 'Rule of Three' in this text?

Promoting Positive Values and Attitudes

Activity 6

Featured Saying of Wisdom: “It’s not the end until you’ve given up.”



- 3) Have you ever felt worthless or powerless? Write a message to a family member or friend who may have similar emotional problems or suffer from depression. You may use the ideas from Nick’s speech to encourage him/her.

Underlying Principles

Positive values and attitudes

Supporting Students to Read Independently

Activity 7 (Post-reading activity)

Work with a partner and match the pointers to the reading items.

(1) In paragraph 4, Nick told the audience that life is a journey. Which of the following statements best describe(s) what Nick meant? You can choose more than one answer.

- A. Every step made in life matters.
- B. We should explore the world around us.
- C. Meditation helps us travel in our mind.
- D. You cannot rush things through life.

ATM 4.5

deduce information and ideas by using semantic and syntactic clues

(2) Study paragraph 5. Complete the following sentences by filling in each blank with ONE word. The first letter of the word is provided. Make sure your answer is grammatically correct.

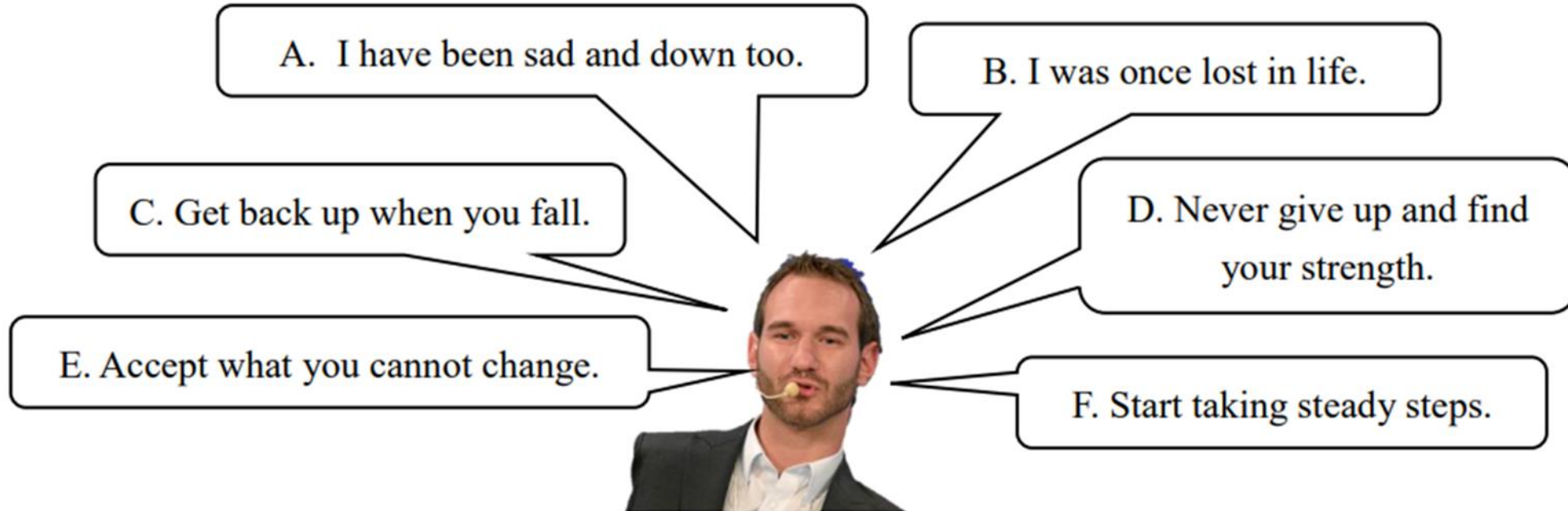
Nick drew the audience's attention by joking about jumping off the table. But he truly related and connected with the audience by acknowledging their f _____ and offering them h _____ by telling them he had faced similar obstacles and overcome them.

ATM 5.2

follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues

Supporting Students to Read Independently

- (3) Nick has a key idea to express in each paragraph. Match the following key ideas with paragraphs 1-6? Put the letters in the boxes provided.



A. I have been sad and down too.

B. I was once lost in life.

C. Get back up when you fall.

D. Never give up and find your strength.

E. Accept what you cannot change.

F. Start taking steady steps.

"Nick Vujicic - World Economic Forum Annual Meeting 2011" by World Economic Forum is licensed under [CC BY-NC-SA 2.0](#)

ATM 3.4
identify main ideas and
some supporting details
explicitly stated in the text

Supporting Students to Read Independently

- (4) The following quotes are taken from the speech. Choose the most appropriate quality reflected in each quote. Write the letters in the boxes provided. Each option can only be used ONCE.

self-worth	bravery	respect
diligence	perseverance	patience

Are you gonna believe in yourself or you gonna believe in everybody else's judgement on you? Are you gonna believe people when they say that you're a failure, that no one really likes you, that no one really cares about you?

i. _____

Supporting Students to Read Independently

ii.

So I have to take one step at a time, one step at a time, one step at a time. You can only take one step at a time. I don't care how big your step is, it's still only one step at a time. You can't take two steps in one. You understand?

I will try 100 times to get up and if I fail 100 times, if I fail and I give up, do you think that I'm ever going to get up? No. But if I fail and I try again? And again and again? For as long as I try, there is always that chance of me getting up.

iii.

ATM 6.4

deduce themes based on information and ideas from texts

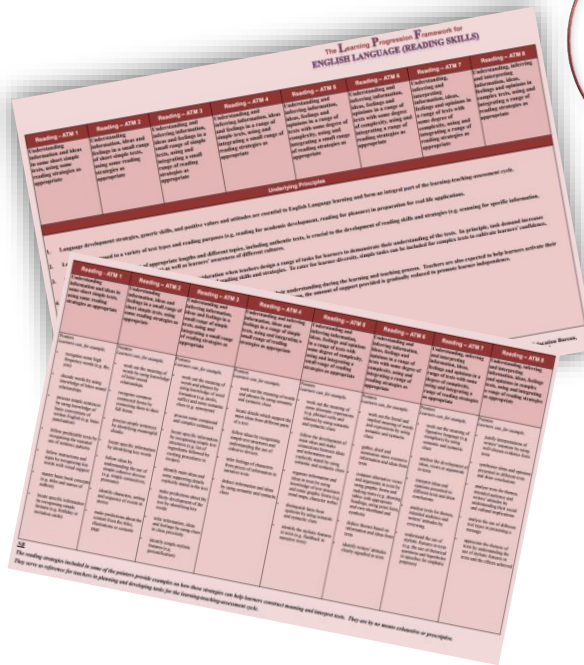
Resource Kit on Inspirational Speeches



https://www.edb.gov.hk/sow_speeches

Supporting Students to Read Independently

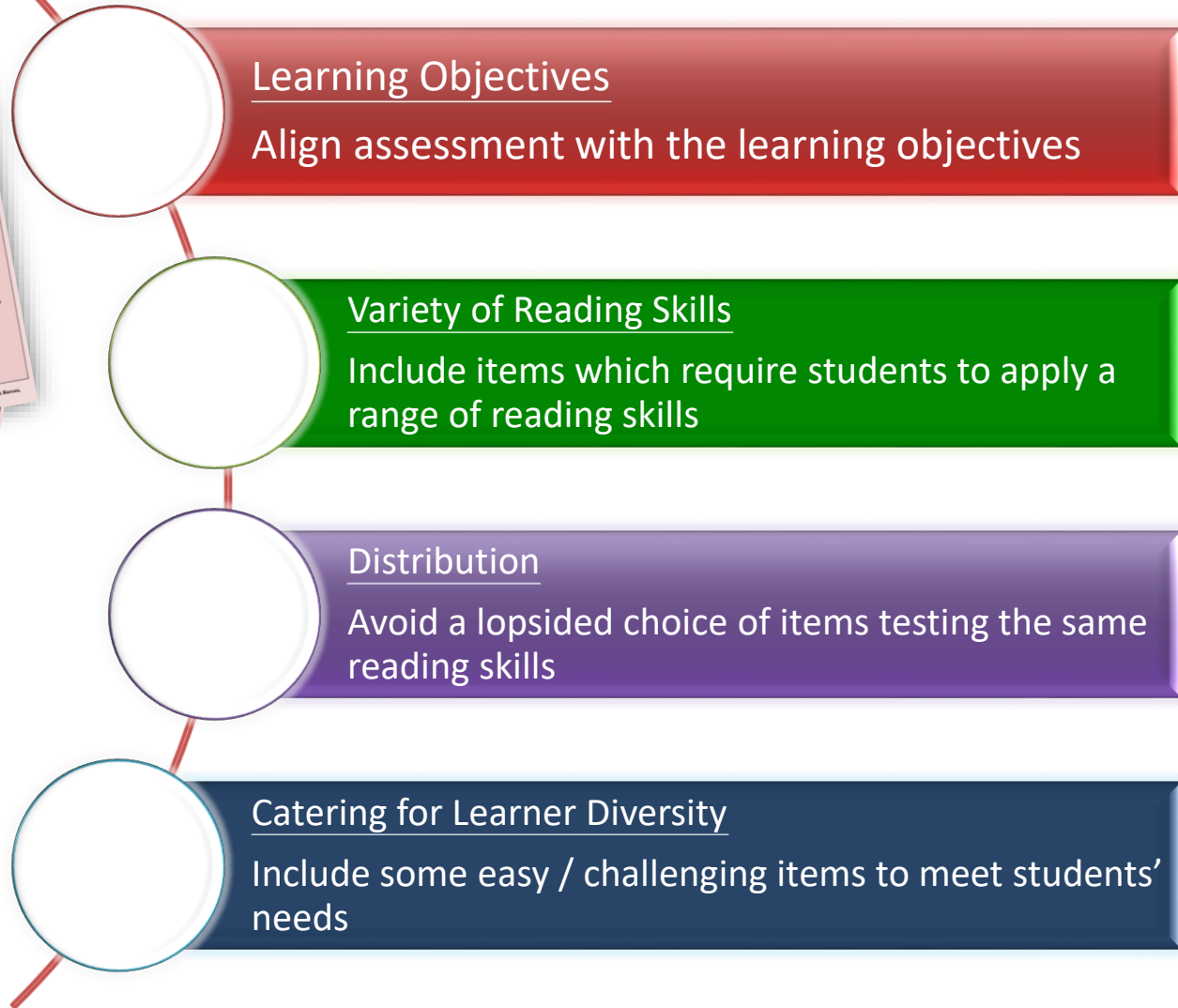
Considerations for setting assessment items



The Learning Progress Framework for English Language (Reading Skills) is a document that outlines the progression of reading skills for students. It is organized into two main sections: Reading - A1 and Reading - A2. Each section contains a table of reading objectives and skills, with columns for different levels of proficiency (e.g., Beginner, Developing, Proficient). The document also includes a section on 'Understanding Processes' and 'Language Development Strategies'.


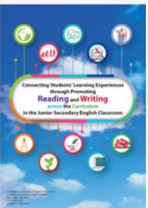
Reading - A1	Reading - A2
Reading - A1.1 Identify the main purpose of a text and understand the overall message.	Reading - A2.1 Identify the main purpose of a text and understand the overall message, including the author's perspective.
Reading - A1.2 Understand the main ideas and supporting details of a text.	Reading - A2.2 Understand the main ideas and supporting details of a text, including the author's perspective.
Reading - A1.3 Understand the main ideas and supporting details of a text, including the author's perspective.	Reading - A2.3 Understand the main ideas and supporting details of a text, including the author's perspective.
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Reading - A1.5 Understand the main ideas and supporting details of a text, including the author's perspective.	Reading - A2.5 Understand the main ideas and supporting details of a text, including the author's perspective.
Reading - A1.6 Understand the main ideas and supporting details of a text, including the author's perspective.	Reading - A2.6 Understand the main ideas and supporting details of a text, including the author's perspective.
Reading - A1.7 Understand the main ideas and supporting details of a text, including the author's perspective.	Reading - A2.7 Understand the main ideas and supporting details of a text, including the author's perspective.
Reading - A1.8 Understand the main ideas and supporting details of a text, including the author's perspective.	Reading - A2.8 Understand the main ideas and supporting details of a text, including the author's perspective.
Reading - A1.9 Understand the main ideas and supporting details of a text, including the author's perspective.	Reading - A2.9 Understand the main ideas and supporting details of a text, including the author's perspective.
Reading - A1.10 Understand the main ideas and supporting details of a text, including the author's perspective.	Reading - A2.10 Understand the main ideas and supporting details of a text, including the author's perspective.

Integrating the Use of the LPF



References for Cross-curricular Learning

References and Resources (Secondary Level) - Cross-curricular Learning

Cross-curricular Learning	Year
	SOWIT Videos Resource Kit (Part I) 2021 (Online)
	Connecting Students' Learning Experiences through Promoting Reading and Writing across the Curriculum in the Junior Secondary English Classroom 2020 (Print/Online)



http://www.edb.gov.hk/values_ed_ele



<https://www.edb.gov.hk/sow>

Use of the LPF for Listening

Progression of the Learning Outcomes for Listening

ATM 2

Understanding some information, ideas & feelings in short simple texts, using some listening strategies as appropriate



ATM 5

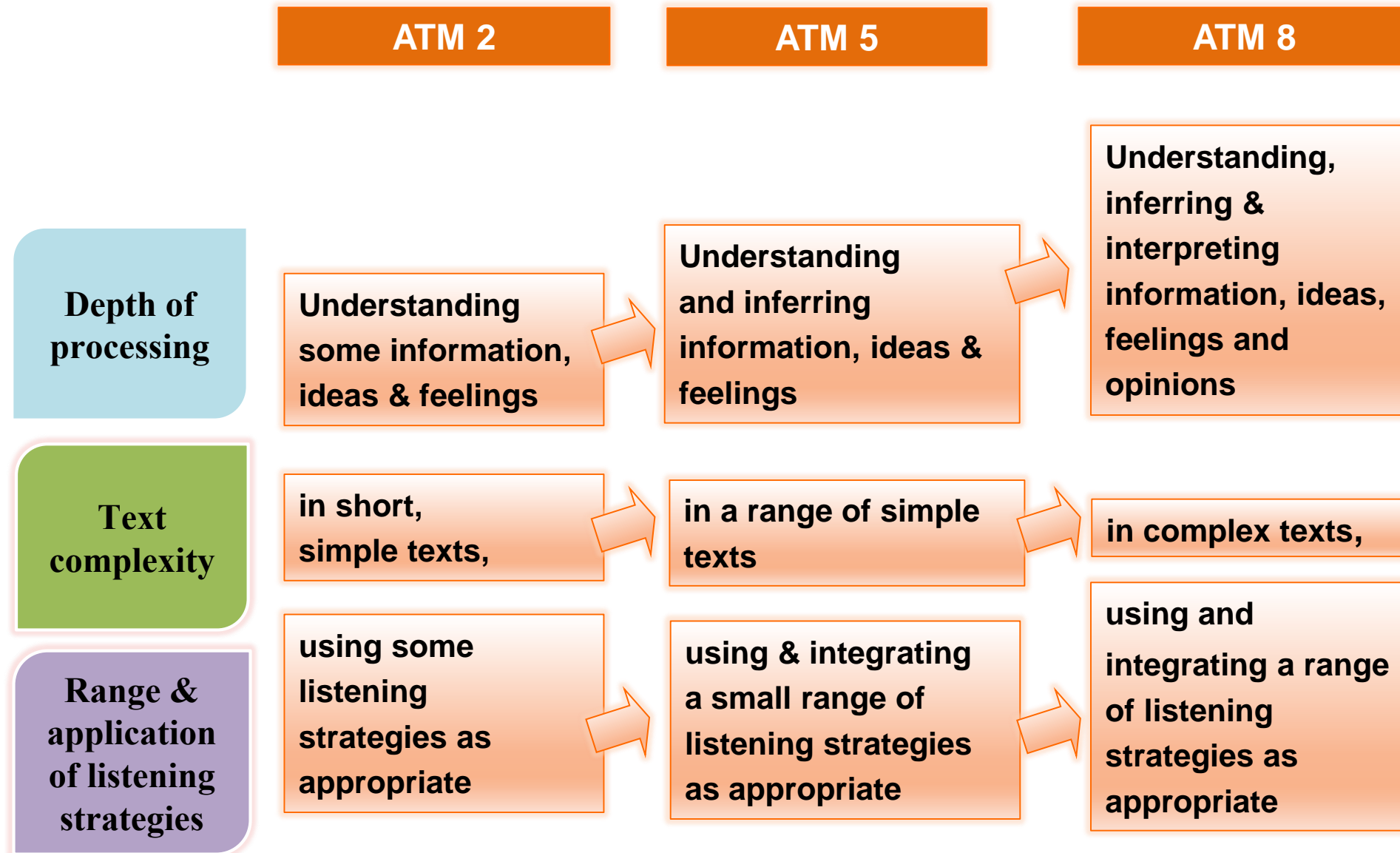
Understanding & inferring information, ideas & feelings in a range of simple texts using & integrating a small range of listening strategies as appropriate



ATM 8

Understanding, inferring & interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of listening strategies as appropriate

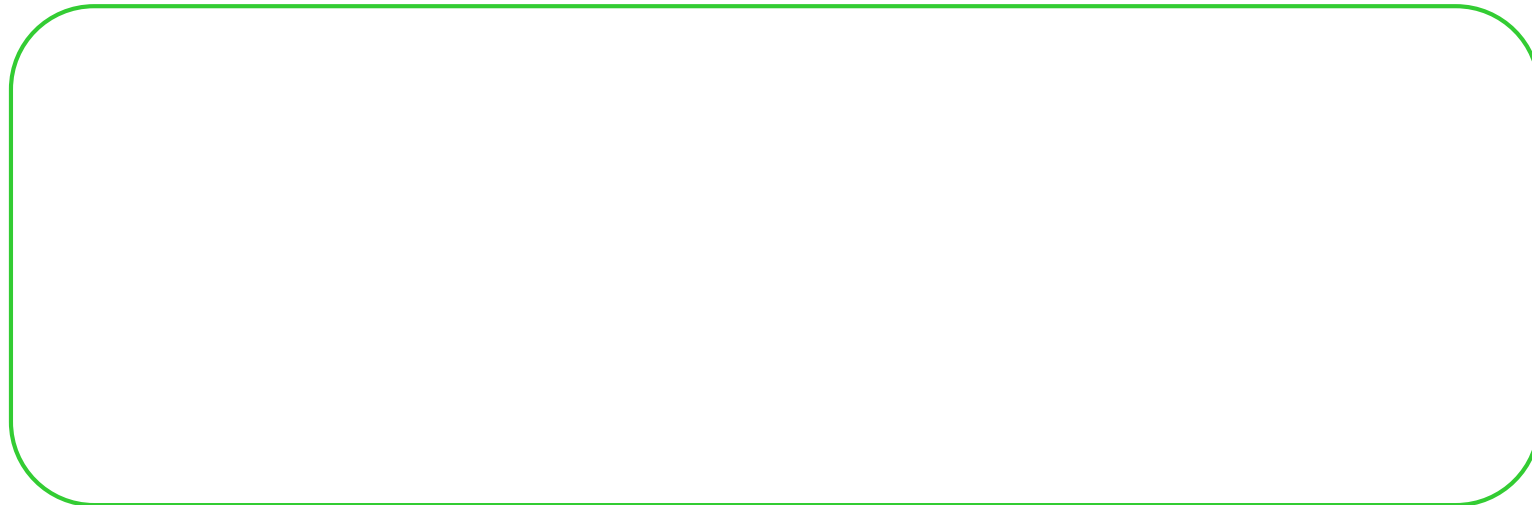
Progression of the Learning Outcomes for Listening



What Makes Listening Challenging for Students?

Activity 8

With reference to the LPF for Listening, discuss with your group members why ESL/EFL learners find listening challenging and suggest some challenges specific to listening. How would you help your students to deal with these challenges?



Developing Listening Strategies

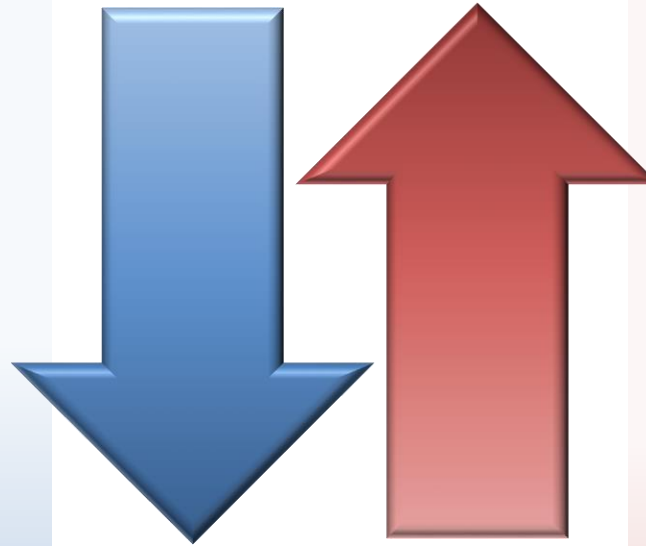
Underlying Principle 4

- activating prior knowledge,
- anticipating the likely development of spoken texts, and
- being selective while listening (e.g. discriminating relevant from irrelevant information based on individual circumstances or task requirements).

Top-down Strategies

interpreting meaning through the use of

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



Bottom-up Strategies

Interpreting meaning through

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

Learning, Teaching and Assessment

Promoting Assessment for / as Learning

Where are the students going?

- Identifying learning goals and assessment criteria
- Using examples & models of strong & weak work

What do the students need to do in order to get there?

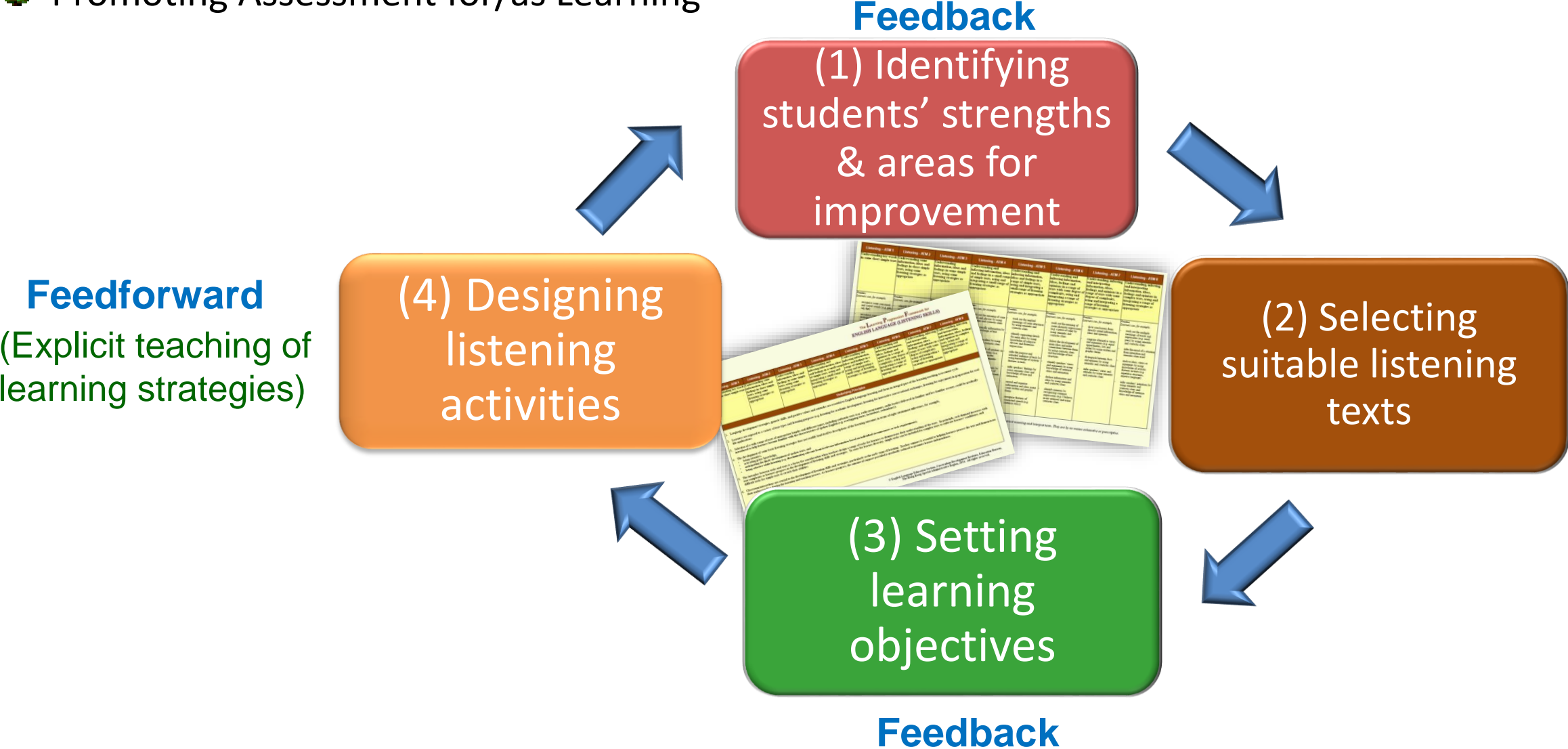
- Equipping students with the skills and strategies through targeted instruction and guidance
- Providing quality feedback that helps students progress further
- Engaging students in self-reflection & letting them keep track of their own learning

Where are the students now?

- Understanding students' learning performance through a variety of assessment activities, e.g. self-, peer-, teacher assessment

Learning, Teaching and Assessment

● Promoting Assessment for/as Learning



Learning, Teaching and Assessment

❁ (1) Identifying students' strengths and areas for improvement

Where are the students now?

An example



Identifying Listening skills and strategies that

✓ need to be further stretched

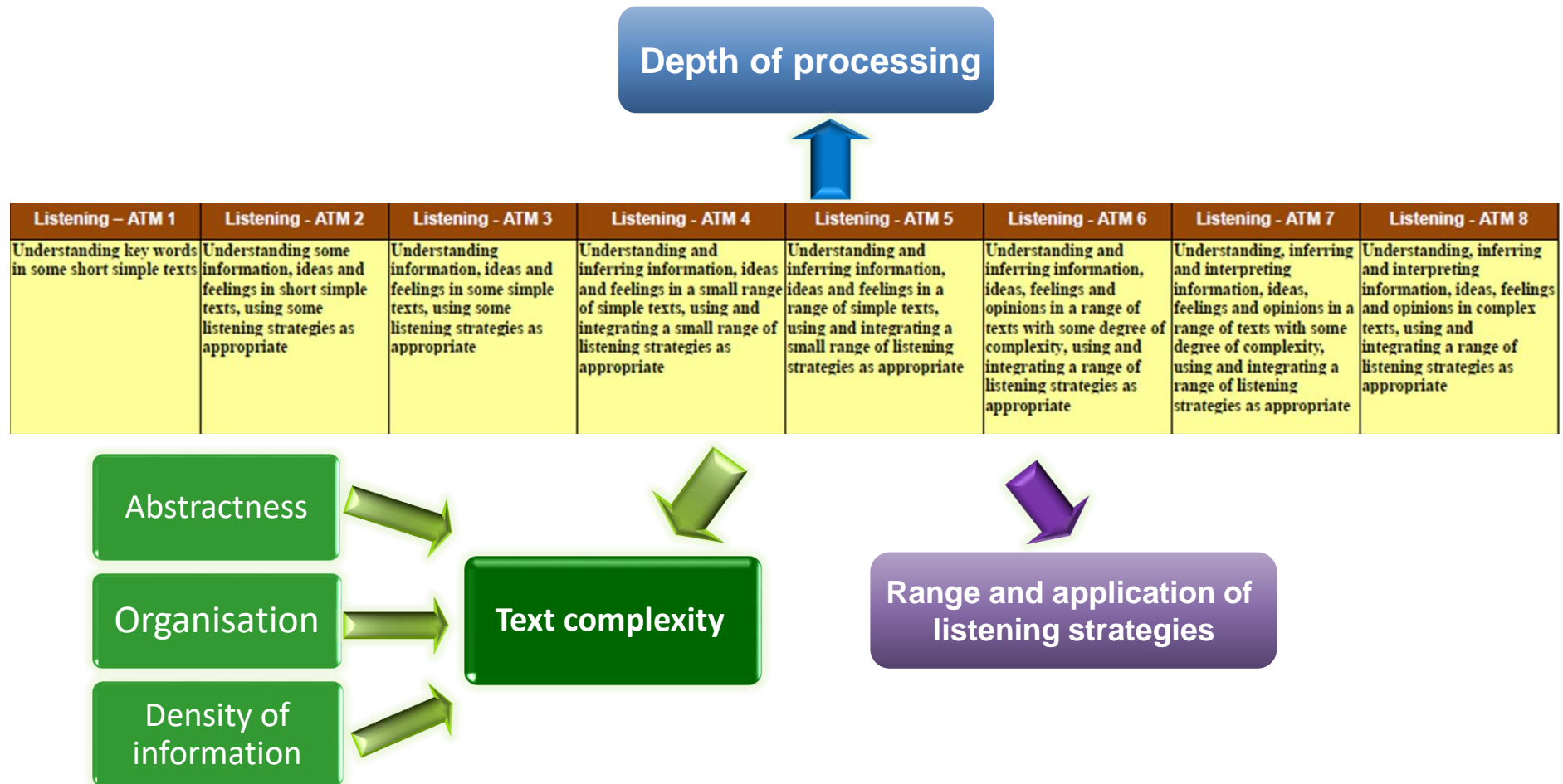
✓
✗ } need to be supported

? need to be given opportunities for development

Listening – ATM 6	Listening – ATM 7	Listening – ATM 8
<p>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</p>	<p>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</p>	<p>Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of listening strategies as appropriate</p>
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • work out the meaning of some idiomatic expressions (e.g. a piece of cake) by using semantic and syntactic clues • follow the development of main ideas and make connections between them by using syntactic clues and knowledge of text structures • identify speakers' views and arguments by using knowledge of sentence stress and intonation • deduce information and ideas by using semantic and syntactic clues 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • draw conclusions from directly stated information, ideas and opinions • compare alternative views and arguments (e.g. equal opportunities, law and order) by using written and graphic forms • distinguish between facts and opinions by using semantic and syntactic clues • infer speakers' views and attitudes by using semantic and syntactic clues 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • work out the multiple meanings of words and expressions (e.g. word puns) by using semantic and syntactic clues • infer the mood of a situation from intonation and semantic clues used • analyse ideas, views or arguments by using knowledge of stylistic features in texts (e.g. repetitive structures, emotive language) • infer speakers' intentions by using semantic and syntactic clues and knowledge of sentence stress and intonation

Outcome Statements in the LPF

❁ (2) Selecting suitable listening texts



Learning, Teaching and Assessment

● (3) Setting learning objectives to help students improve further

Where are the students going?

An example



Listening objectives

(ATM 8.3)

- analyse ideas, views or arguments by using knowledge of stylistic features in texts

(ATM 8.4)

- infer speakers' intentions by using semantic and syntactic clues and knowledge of sentence stress and intonation

Listening – ATM 6	Listening – ATM 7	Listening – ATM 8
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
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Developing Listening Strategies

● (4) Designing listening activities

What do the students need to do in order to get there?

Activity 10

The Golden Boys



- Where does the story take place?
- Why are the two boys taken away by the policemen?
- How does the boy under the umbrella look? What explains his look?

Top-down Strategies

Developing Listening Strategies



Listen to the excerpt and answer the question below.

1) What does the narrator think of the annual summer beach holiday?

- A.) A boring event
- B.) An event filled with surprises
- C.) An event never to be missed

Tapescript

Every August. Every August for twelve years. Every August for twelve years we went to the same small town on holiday. Every August for twelve years we went to the same beach. Every August for twelve years my parents rented the same small house in the same small town near the same beach, so every morning of every August for twelve years I woke up and walked down to the same beach and sat under the same umbrella or on the same towel in front of the same sea.

ATM 8.3

analyse the narrator's views and feelings by recognising the use of repetitive structures, e.g. 'Every August', 'the same' and a flat, boring tone to express the repetitiveness and monotony of both his annual summer beach holiday and the daily activity during his holiday

Developing Listening Strategies

Listen to the excerpt and answer the question below.



- 1) What does the narrator want to tell us about the relationship of his parents and Mr and Mrs Hamilton?
- A.) They know each other very well.
 - B.) They have a very close relationship.
 - C.) They do not have a very close relationship.


Tapescript

Every August for twelve years the same family sat next to us. They were called the Hamiltons. We had a red and white umbrella, they had a green one. Every morning my parents said 'Good morning!' to Mr and Mrs Hamilton, and Mr and Mrs Hamilton said 'Good morning!' to my parents. Sometimes they talked about the weather.

ATM 8.4

infer the narrator's intention of mentioning how his parents and Mr and Mrs Hamilton greet one another and their topic of conversation and deduce that they are no more than nodding acquaintances although they appear to be friendly and have known one another for a long time

Developing Listening Strategies

1) Listen to an excerpt from “Alberto’s New Neighbours” and design question(s) which aim(s) to stretch your students’ listening ability to the next level. 

a) Write down two adjectives Alberto used to describe his new neighbours at the beginning of the story.

*(Any two of the following words)
big, noisy, smelly, stupid*

b) Based on Alberto’s tone, how would you describe his feeling? Tick the best option.

- A. *displeased*
- B. uncomfortable
- C. disappointed
- D. disturbed

Alberto took one look at his new neighbours and knew that his life was going to get more difficult...

Tapescript

‘Terrible!’ he thought. ‘How am I going to put up with them?’ He went to tell Mimi. Mimi was the friend he lived with.

‘Have you seen the new neighbours?’ he asked her.

‘No,’ she said. ‘Who are they?’


‘Two of them. The ones we don’t like. Big and noisy and stupid and smelly. Just like they always are.’

ATM 5.4

infer that Alberto was annoyed by the arrival of his new neighbours by using

- **semantic clues**, e.g. ‘noisy’, ‘stupid’ and ‘smelly’
- **knowledge of tone and intonation**, e.g. his strong dislike for his new neighbours conveyed by the disparaging tone and his slight emphasis on each word

Developing Listening Strategies

2) Listen to an excerpt from “Alberto’s New Neighbours” and design question(s) which aim(s) to stretch your students’ listening ability to the next level. 

a) What kind of animals were Alberto, Mimi and their new neighbours?

Alberto and Mimi were cats whereas their new neighbours were dogs.

b) Support your response to a) with ONE piece of evidence from the story.

Alberto and Mimi miaowed and their new neighbours barked.

Alberto and Mimi tried to explain to their new neighbours about how to make their owners become staff...

Tapescript

‘Listen’ said Alberto to them. ‘It’s very easy.

First, understand that the house is your house, not theirs...’

‘And second’ said Mimi, ‘Make sure that you are always clean.’

‘Make sure they give you food whenever you want!’

‘Sit on the newspaper while they are reading it!’

‘Sleep as much as possible – on their beds!’

‘And finally, try not to bark, but to miaow instead.’

But it was no good. The neighbours just didn’t understand.

After a week, they gave up.

‘It’s no good’ said Mimi. ‘They’ll never understand...’

ATM 6.4

deduce that Alberto and Mimi were cats and that their new neighbours were dogs by using

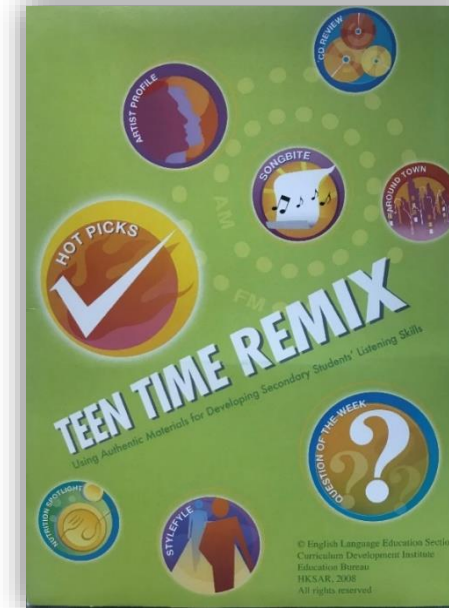
- **semantic clues**, e.g. Alberto told their new neighbours not to ‘bark’, which refers to the noise that dogs make, but ‘miaow’ instead, which refers to the noise that cats make

Learning and Teaching Materials (Listening)

Listening	Title
	Learning and Teaching Materials on Promoting Positive Values and Attitudes through English Sayings of Wisdom (SOW) at Secondary Level 2020 (Online)
	SOWIT Videos Updated in 2021 (Online)
	Teen Time Remix - Using Authentic Materials for Developing Secondary Students' Listening Skills Updated in 2020 (Print/Online)



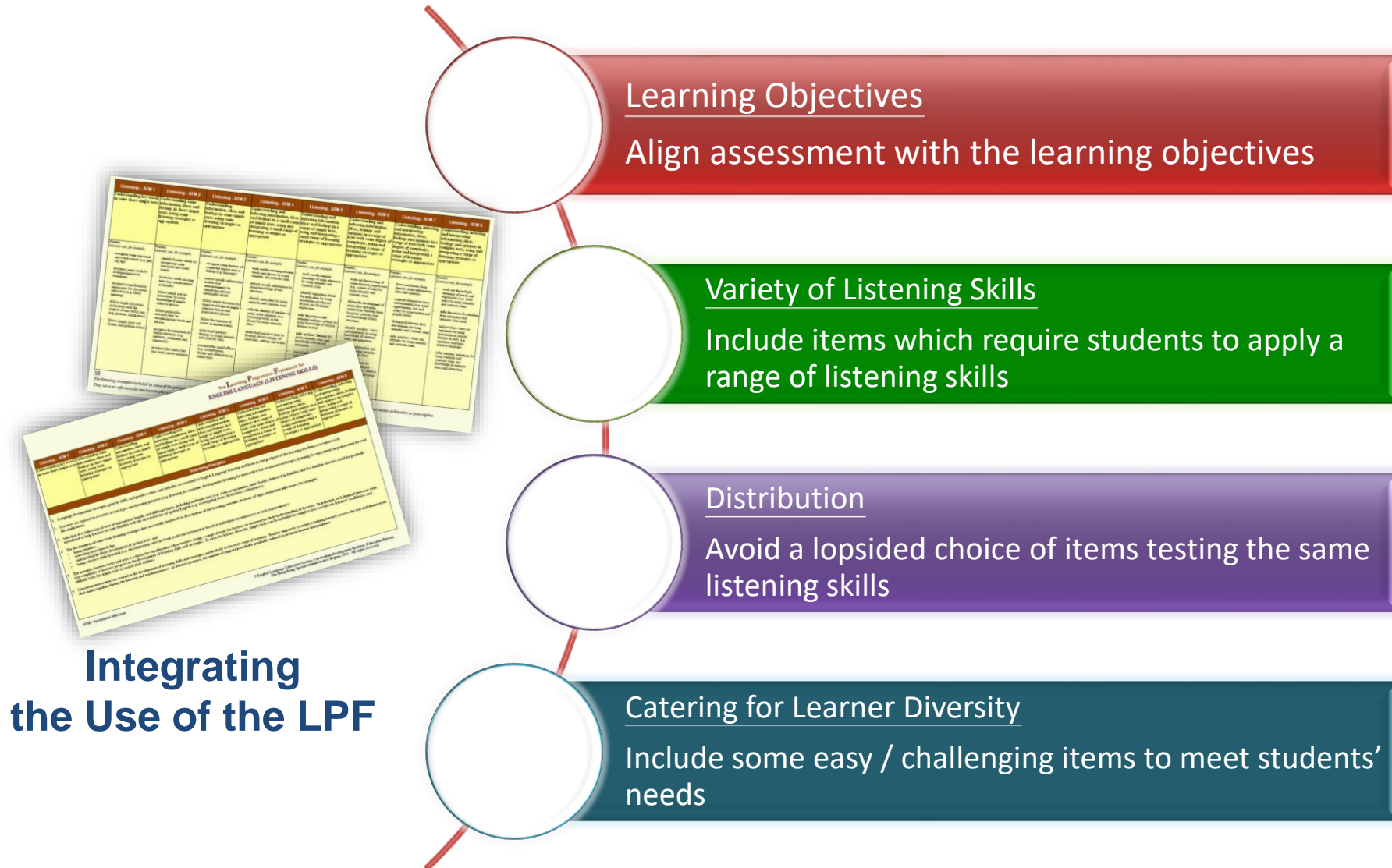
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/resource%20sec_listening.html



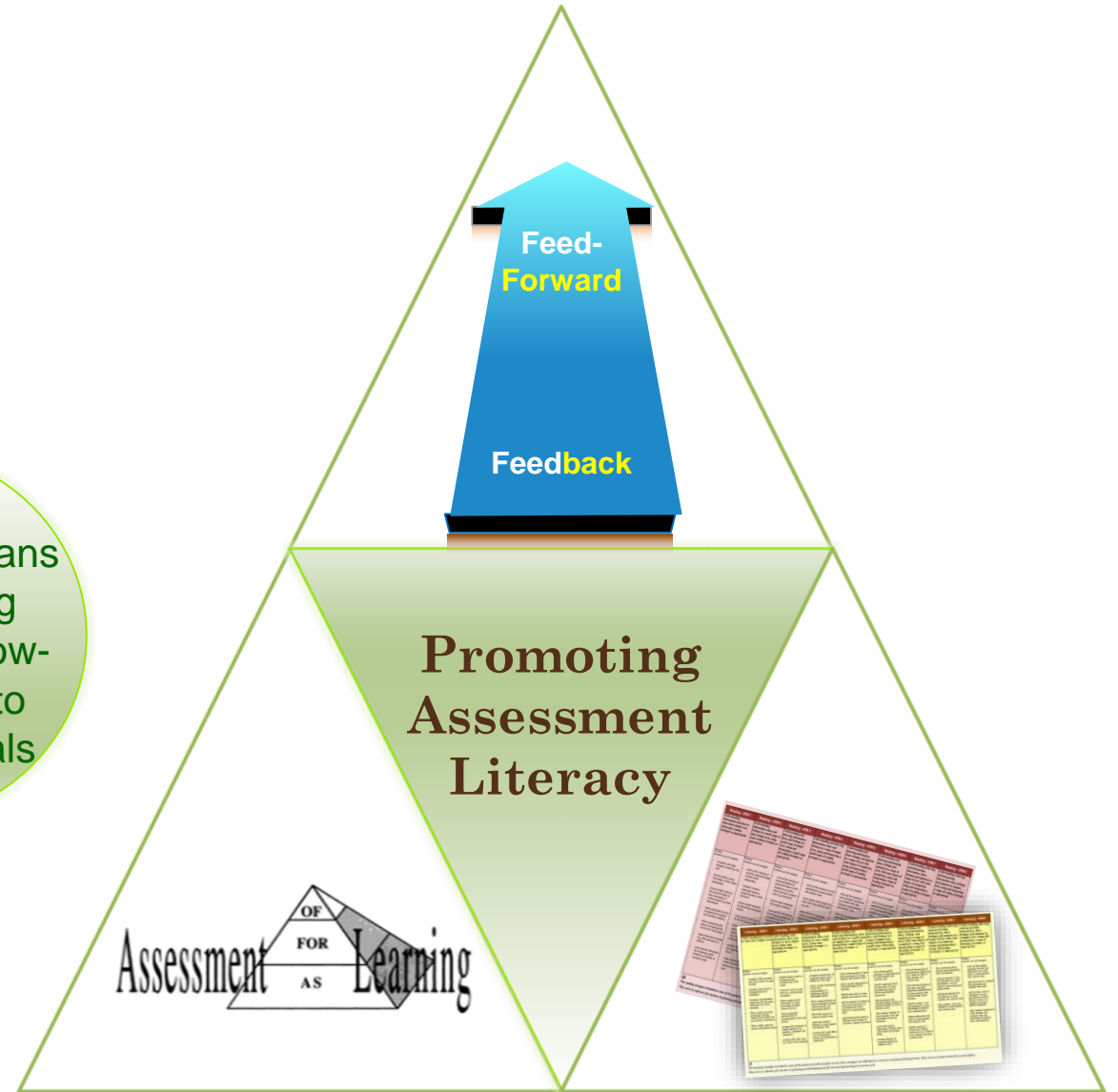
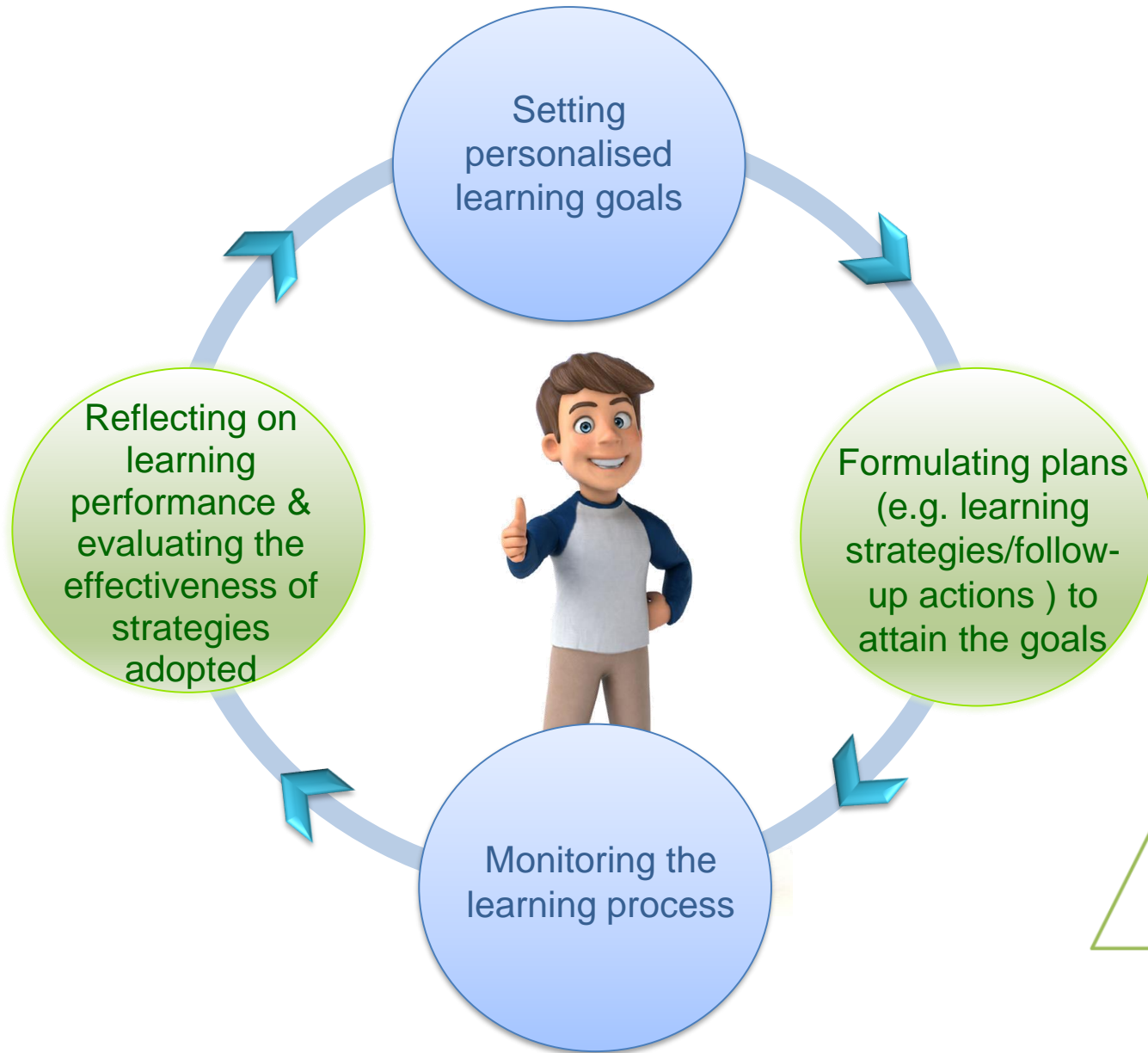
<http://www.edb.gov.hk/teentimeremix>

Enhancing Students' Listening Skills Development

● Considerations for setting assessment items



Promoting Assessment Literacy



The LPF (e-Version)

The Learning Progression Framework (LPF) for English Language

The LPF for English Language

Background of the LPF

Understanding the LPF

Download the Exemplars

The Learning Progression Framework (LPF) provides a common scale and language for teachers to describe students' performance and progress in English Language learning. It consists of different levels of learning outcomes (LOs) and descriptors about the growth of students on a continuum as they work towards the learning targets and objectives set out in the English Language curriculum. The continuum is divided into eight attainment milestones (ATMs) for each of the four language skills (i.e. listening, speaking, reading and writing) from the basic level (ATM 1) to the advanced level (ATM 8). While the ATMs are expressed in the form of outcome statements, which give general descriptions of students' performance, pointers are specific examples of what students are able to do in demonstrating the LOs, which support the outcome statements. It should be noted that the pointers are meant to elucidate the LOs. They are neither prescriptive nor exhaustive, and must not be regarded as a checklist for English language development. As these ATMs can provide a clear focus and direction for learning, teaching and assessment throughout primary and secondary education, schools are encouraged to make reference to the LPF when they plan and review the school English Language curriculum and assessment, instead of relying solely on the Basic Competency Descriptors for the Territory-wide System Assessment (TSA), which represent only part of the essential knowledge and skills to be acquired by students in relation to the learning targets and objectives for KSI – 3.



- <http://www.edb.gov.hk/lpfenglish>

The Learning Progression Framework (LPF) for English Language (Available for download)



Listening Skills

Speaking Skills

Reading Skills

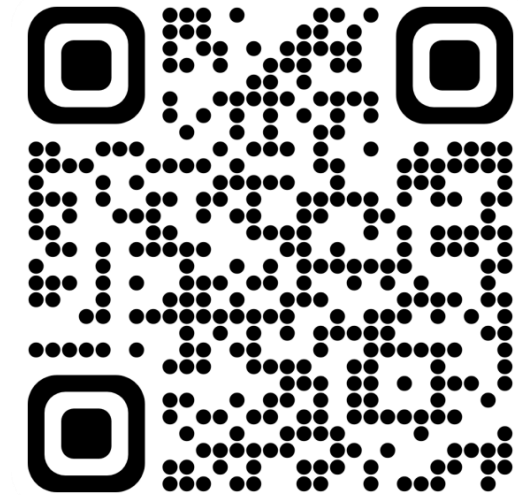
Writing Skills

Campaign on “Promoting Positive Values and Attitudes through English **Sayings of Wisdom** 2023/24”

Resources



A Poster Introducing the Overarching Theme and Six Sub-themes of the **SOW** Campaign 2023/24



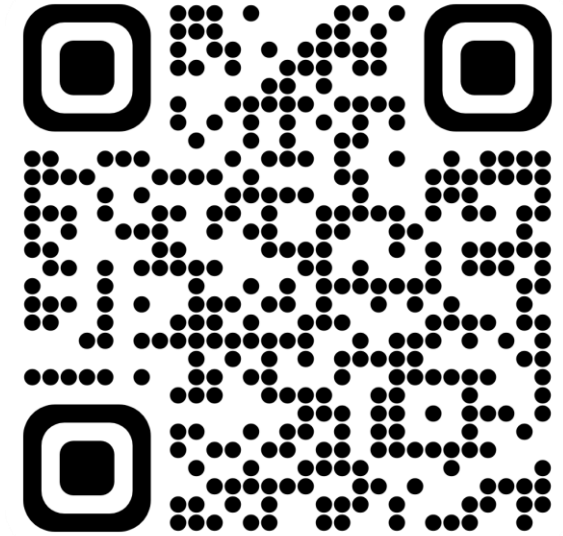
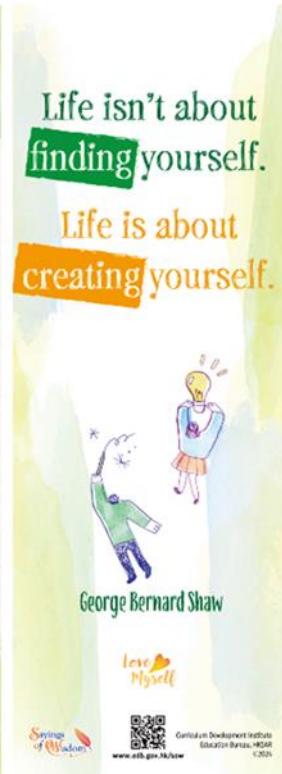
https://www.edb.gov.hk/sow_posters

(Size: A2)

18 Posters on Selected Sayings under the Six Sub-themes

Posters

©2024 (New)



https://www.edb.gov.hk/sow_posters

(Size: Half of A3)

SOW-related Competitions/Activities

Poetry Remake Competition (Secondary)



Submission period

7-8 March 2024 (9:00 a.m. to 12:30 p.m. and 2:00 p.m. to 5:00 p.m)

Details

Please refer to the [competition webpage](#) for learning and teaching resources in support of the competition.

School-based Activity:
Week of Love and Growth
(Primary/Secondary)

"We Write · We Sing" Music Competition (Primary/Secondary)



Time period

October 2023 - July 2024

Details

A singing competition which engages students in writing lyrics and performing songs that promote positive values and attitudes, with the use of melodies newly composed by the Hong Kong song-writer Mr NG Lok-shing, Ronald ([Competition webpage](#))

Filmit 2024:
A Student Film Competition
(Primary/Secondary)

"SOW in Love" Letter Writing Competition (Primary/Secondary)



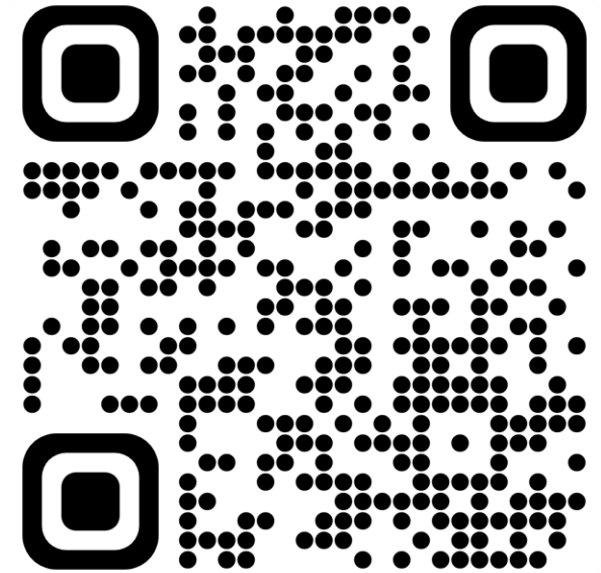
Time period

November 2023 - March 2024

Details

A writing competition inviting students to write a letter with a SOW of their choice and create a 2D artwork to express their affection and gratitude for people and things which are dear to their hearts ([Competition webpage](#))

Story to Stage Puppetry
Competition
(Primary)



https://www.edb.gov.hk/sow_competitions

SOW-related Competitions/Activities

Support Measures/Resources • For registered schools



A Poster on "Seeds of Love: A Blossoming Garden of Growth" •
[Poster Cutouts](#)



SOW Posters



The SOW Ambassadors Passport •



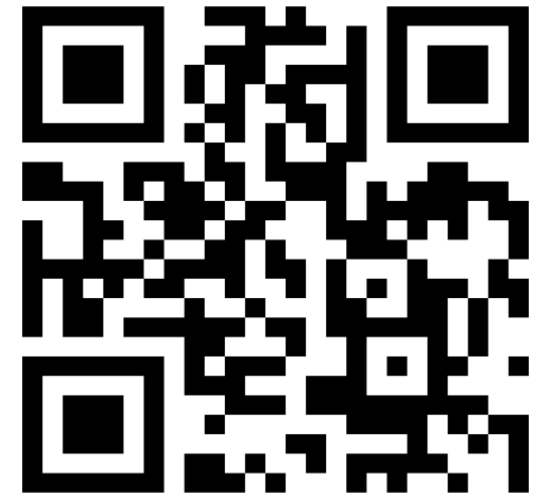
A Collection of English Learning Activities for the Promotion of Values Education: Examples from the School-based Activity "Week of Positivity"



Experience Sharing Session on Promoting Values Education in the School English Language Curriculum
[Primary Level](#)
[Secondary Level](#)

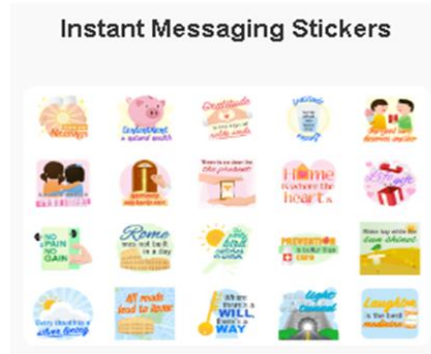
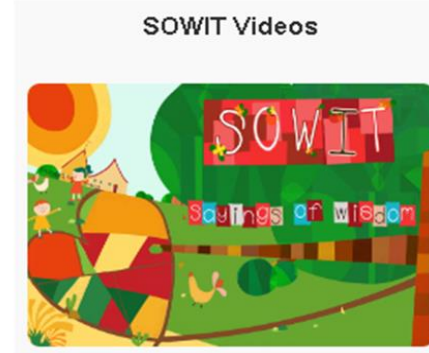


One-Stop Portal of Learning and Teaching Resources on Promoting Values Education in the English Language Curriculum



<https://www.edb.gov.hk/WoLG>

Learning and Teaching Resources



<https://www.edb.gov.hk/SOW>