Effective Assessment Practices in the English Language Curriculum

Teaching and Assessing Listening & Integrated Skills

English Language Education Section Curriculum Development Institute Education Bureau

Aims

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

Part 1: Theories and principles of assessment

The role and guiding principles of assessment

From AfL to AaL

Warm-up Activity 1

Fill in the blank with a word/phrase.

Assessment is

Judgement

Reward / punishment

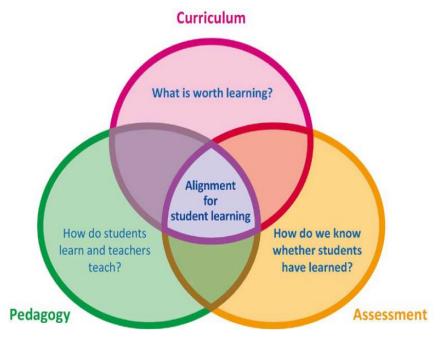
Mentorship

VS

Feedback

Guiding principles

Figure 4.1 Interlocking Relationships between Curriculum, **Pedagogy and Assessment**



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



Summative Assessment	Formative Assessment					
Focuses on determining achievement/attainment in learning and evaluating students' performance and ability	Focuses on the ongoing evaluation of students' performance and abilities					
Often undertaken at the end of a period of instruction	Often informal and carried out during the learning process					
Reviews much larger 'chunks' of learning	Reviews small 'chunks' of learning					
 Improves learning and teaching through providing a comprehensive summary of learning achievements and students' performance at that particular point of time helping teachers check whether the major aspects of the learning targets and objectives have been achieved 	 Improves learning and teaching through diagnosing students' strengths and learning problems or difficulties providing quick guidance, quality feedback, timely support and enrichment for students reviewing and adjusting teaching plans and strategies 					

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

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

Promoting Formative Assessment in the School English Language Curriculum

Setting assessment objectives to facilitate progressive development of language skills

Adopting diversified modes of formative assessment

Using summative assessment formatively

WHAT

HOW

WHEN

Part 2: Teaching and Assessing Listening Skills

What is listening?

Designing effective learning and teaching activities

Listening as a Process

Hearing/ Understanding/ Remembering/ Evaluating/ Feedback/
Receiving Attending Perceiving Interpreting Responding

	Main characteristics	Factors of interest			
Listener factors	Listener	Working memory, L2 proficiency, exposure to L2, metacognitive strategies, anxiety			
Text factors	Passage	Authenticity, length, complexity, type and organization, auditory features			
Task factors	Test-taking conditions	Time limits, number and control over hearings, note-taking			
		(Bloomfield et. al, 2010)			

Listener factors



Text factors



Task factors

Listener factors

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

Text factors

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

Task factors

- Time limit
- Played once only
- Multiple skills tested, e.g.
 - synthesising skills
 - note-taking
 - listening skills, e.g.
 - specific information
 - main ideas
 - views and attitudes
 - inferred meanings
- Question types, e.g.
 - MCQ
 - Short answer
 - Blank filling
 - Long answer

The factors framework helps inform ...

teachers' diagnosis

Listener factors

students' reflection



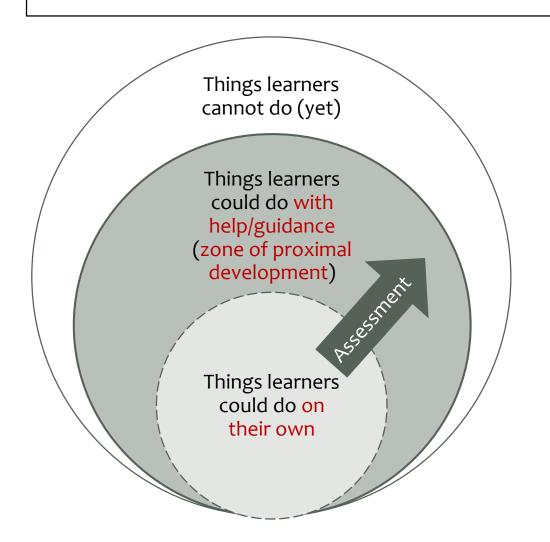
Text factors



Task factors

learning goals for students' SDL

Scaffolding Learning through Assessment

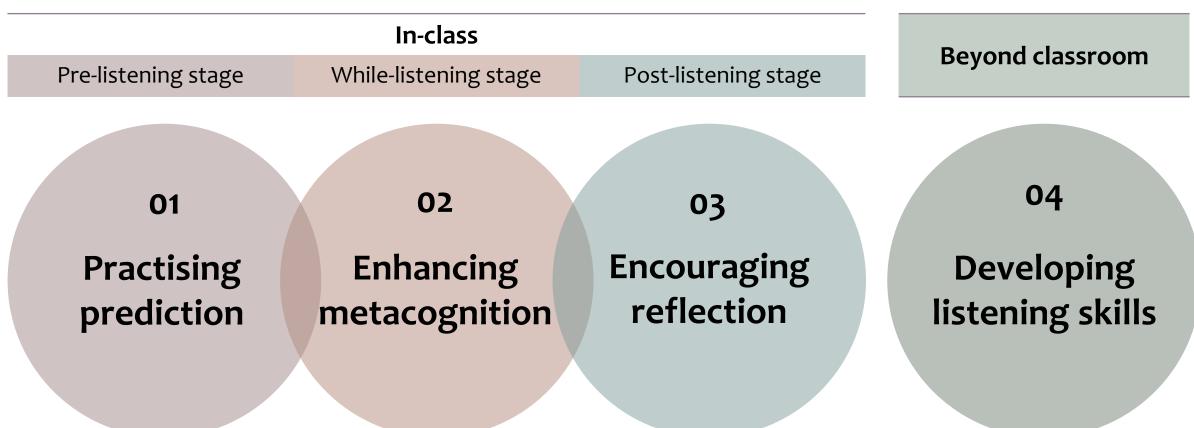


Supporting students to **progress** through the **zone of proximal development**:

- Using evidence to inform teaching
- Empowering students to become selfdirected learners, for example, through giving quality feedback, and engaging students in goal setting and self-monitoring their learning

Designing effective learning and teaching activities

Suggested strategies for designing effective learning and teaching activities:



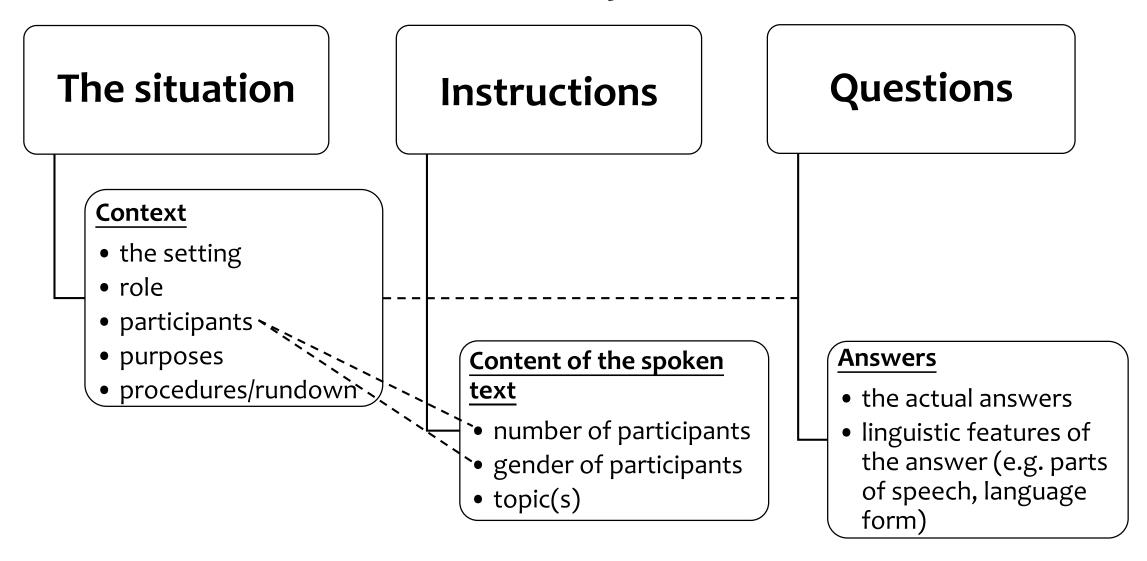


What is prediction?

How do we predict?

How to enable students to make better predictions?

Prediction - an analysis



Top-down strategies

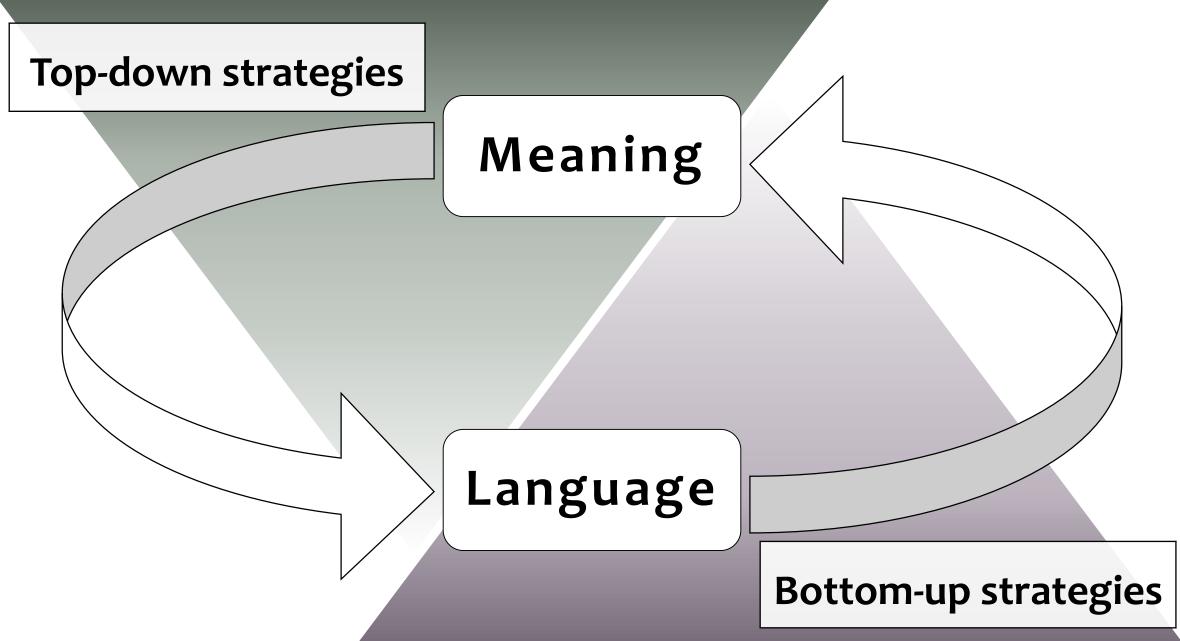
Interpreting meaning through the use of:

- background knowledge; or
- prior 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



Suggested learning and teaching activities on prediction

1 Priming

- Providing topical input on the background
- Teaching vocabulary and language features relevant to the text

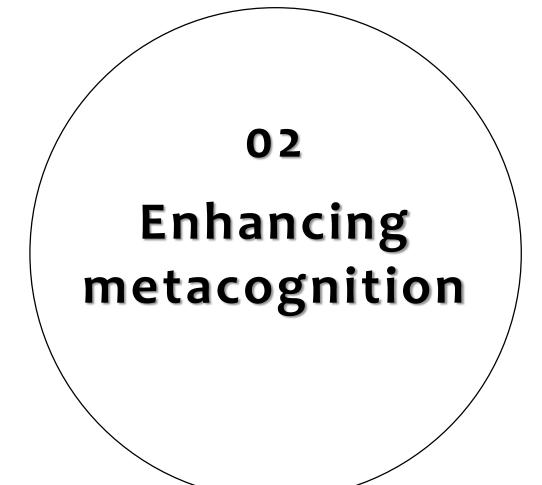
2 Brainstorming

Asking students to think of:

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

3 Simulation

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



What is metacognition?

How to enhance metacognition?

Metacognition is thinking about thinking.

That is the...

- awareness,
- control,
- knowledge and
- understanding

of our thinking particularly when we learn.

Researchers conclude that ...

1

2

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

Enhancing metacognition helps learn better and improve intelligence.



Planning for the task

Monitoring comprehension

Solving comprehension problems

Evaluating approach and outcomes

≈ Self-directed Learning Cycle

We can enhance metacognition through ...

- 1) enhancing students' awareness of their thinking
 - 2) developing students' ability to control their thinking
 - 3) expanding students' **knowledge** of their thinking
- 4) deepening students' understanding of their thinking

How to enhance metacognition?

01

Developing note-taking skills

02

Teaching metacognitive strategies explicitly

03

Engaging students in reflection

2024 Part A Task 3 Questions 28-33

What challenges did you come across while completing the task?

high speedhigh density of information

factors

materials played once only

Task

Text

- loss of concentration/got distracted factors
 - Listener

> pressure

> got stuck

factors

What did you do to help yourself complete the task?

predicted content and vocabulary of the recording

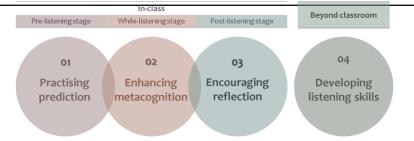
01

- predicted answers of the questions
- took notes while listening
- jotted down answers in abbreviation and tidied up after listening

02

- identified main ideas and elaborations and selected the key information
- paid attention to signposting words (e.g. o4 connectives, the first, second, third, like, such as, no matter, then etc.) to locate answers
- looked for repetitions to locate answers
- moved on even certain answers missed

02



Note-taking

Different formats:

> Linear: outline

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

Note-taking skills

Note-taking skills 2.0

While completing a listening task					In other occasions (e.g. in lessons, during revision)								
> Symbols:	&	•	\rightarrow	\triangle	@		>	Use	hi	igh	nligh	hts	to emphasise key points
Abbreviations:	w/ vs	w/o b4	tho	1 st /2 nd	/3 rd								ng system, e.g. red for main points, blue ills, green for examples
> Acronyms:	НК	WHO	ASAP				>	Leav	e a	are	eas c	of s	p a c e for additional notes
Bullet points:	!	\checkmark	₩				>	Use	dif	fei	rent	t <i>for</i>	nts for different sections
Number points:	1/2/3	i/ii/iii	a/b/c										

1

Make more cognitive connections

2

Improve concentration

Note-taking and and Metacognition

3

Enhance retention of ideas and concepts

4

Facilitate reflection

01

Developing note-taking skills

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

Become an active listener and a reflective self-directed learner

Develop notetaking **skills**

Suggested learning and teaching activities on developing note-taking skills

1 Teaching

- Exploring different note-taking styles and formats
- Teaching note-taking skills explicitly
- Encouraging peer assessment
- Sharing and displaying good works

2 — Monitoring

- Asking students to keep a notebook and/or an English lesson class diary
- Assigning classwork/homework that requires students to take notes (e.g. lesson preparation on grammar items or reading passages, listening journal)
- Reserving space for taking notes on handouts
- Encouraging transfer of note-taking skills in other subjects

How to enhance metacognition?

01

Developing note-taking skills

02

Teaching metacognitive strategies explicitly

03

Reflection

Some common metacognitive strategies

Directed attention

Noticing repetitions

Visualisation

Inferencing

Maintaining interest

Positive self-talk

Goh & Taib (2006)

Some common metacognitive strategies

"I concentrate when the speaker is fast and ignore distractions."

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

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

"Sometimes if too difficult words appear, I try to **guess** the meaning of the word so as not to be worried." "If you ever encounter a passage you find boring, you still concentrate. You could connect it to something which you've experienced but not too much as that might lead to daydreaming."

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

Goh & Taib (2006)

Refer to supplementary readings (Pp.1-3) for more.

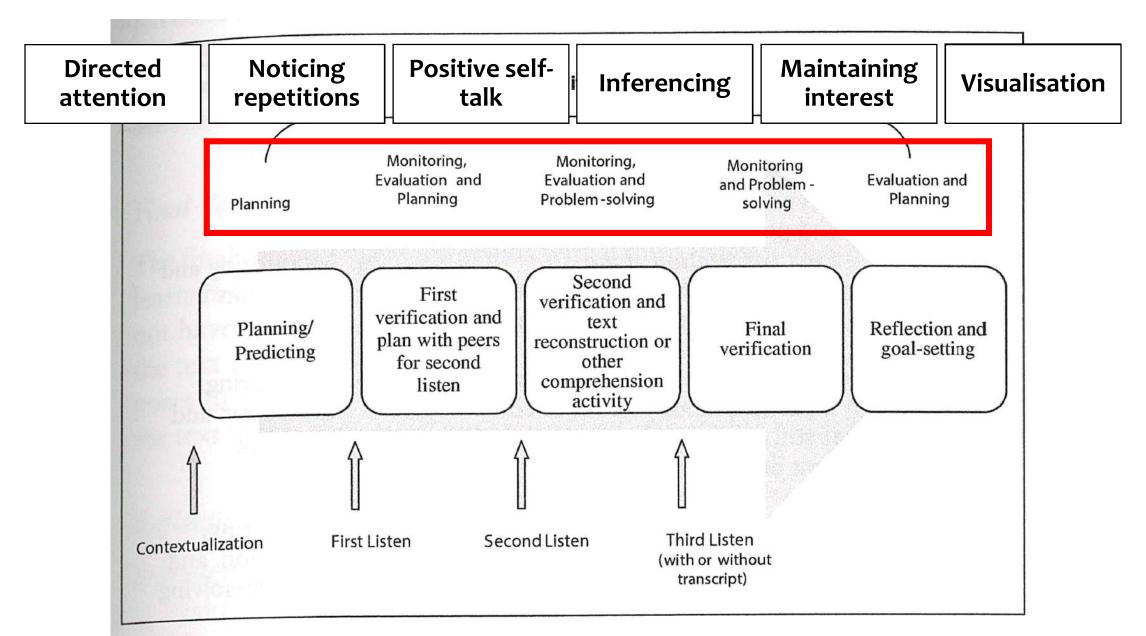
Metacognitive Instructions

A process-based approach to instill in learners: Metacognitive Knowledge

1. knowledge about themselves as listeners	Person Knowledge
2. the inherent complexities of L2 listening in relation to task demands	Task Knowledge
3. effective listening strategies	Strategy Knowledge

Refer to supplementary readings (pp.1-3) for more examples.

- Students can also learn to **plan**, **monitor**, and **evaluate** their comprehension efforts and the **progress** of listening development.
 - → To regulate listening comprehension



Suggested learning and teaching activities on teaching metacognitive strategies

- 1 Teaching & Modelling
- a. Focus on a particular skill/question (e.g. listening for and organise specific information using graphic form) and explain how to answer the question
- **b. Verbalise** the thinking process while completing the question "think aloud"
- c. Use the Guide for Listening



03 Giving quality feedback

Engaging students in purposeful reflection

Giving focused feedback



Usual practices...

01

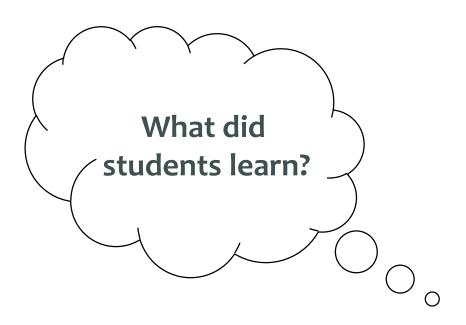
Check the answers

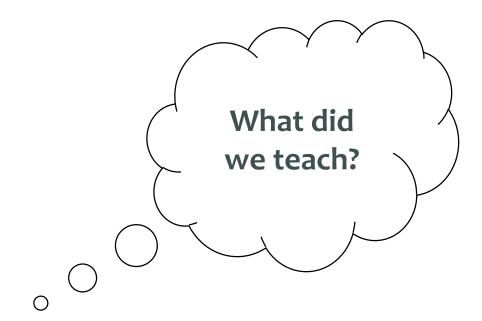
02

Ask students what went wrong

03

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





Individual

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

For teachers

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

Reflections

Self-report & discussions

> promote collaborative learning

Reflection questions	Purposes
 What were you listening to? 	> to confirm comprehension
 What helped you from getting the correct answers? 	➤ to elicit task knowledge¹
 What prevented you from getting the correct answers? 	> to elicit task knowledge
O What did you do to understand as much of the text as possible?	> to elicit strategy knowledge ²

Goh & Taib (2006)

¹ Task knowledge refers to factors affecting listening.

² Strategy knowledge refers to methods used to enhance comprehension of listening.

Suggested activities on reflection

1 Listening Diaries

- Provide structure and/or prompts
- Help students attend to what they know about their own listening abilities, behaviours, problems and strengths

Prompts 1: Reflections on a selected listening event	Prompts 2: Self-evaluation of skills learned from listening lessons	Prompts 3: Think- aloud immediately after a lesson
 What was the listening event? Did you understand what you heard? What did you do to help your understanding? Are you pleased with the results? Would you do things differently next time? 	 List the listening skills you have been developing during the last week (e.g. listening for details in a description; inferring speaker attitude from tone). How well do you think you have learned each of these skills? 	What strategies did you use during the listening tasks? What made listening easy or difficult for you? How do you feel about the class today? Why do you feel this way

Figure 7.6 Examples of Prompts for Reflection in Listening Diaries

Vandergrift & Goh (2022)

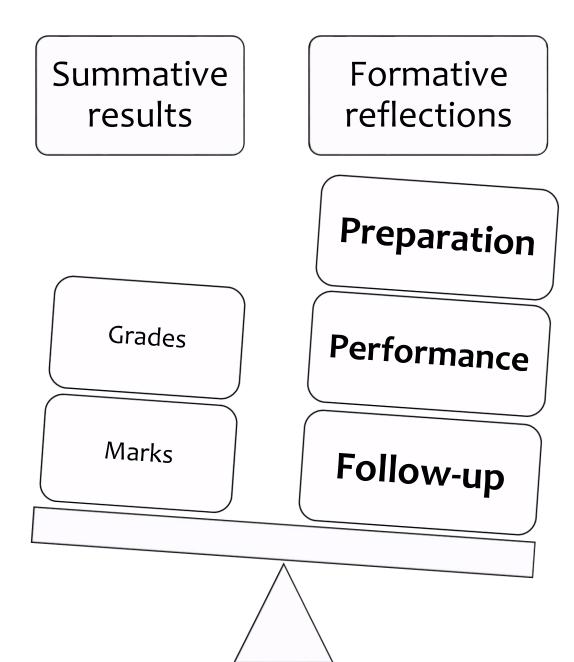
Suggested activities on reflection

Process-based Discussions

- Focus on process by talking about the way students learn
- Provide prompts based on different aspects, e.g.
 - the factors framework listener, task, text factors
 - the metacognitive framework –
 person, task, strategy knowledge

3 Self-report Checklists

- Include pre-selected items of metacognitive knowledge to direct students' thinking (e.g. MALQ) (Supp. Readings P. 7)
- Help track learning and metacognitive development throughout a course of study (e.g. a unit, a term, a year)



Strategies & time

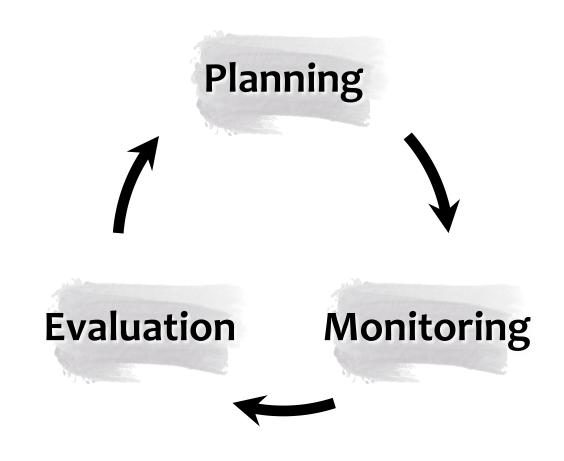
Strengths & weaknesses

Future plan/goals

We do not learn from experience...

We learn from reflecting on experience.

John Dewey



Focused feedback & follow-up

Help students **interpret** the answer (e.g. a list of question words, videos, tapescript, markers' report)

Limit the scope, try to focus on one skill/question or two

Prepare **before** lessons

Giving Focused Feedback

We can look at the ...

- ✓ question
- √ marking scheme
- √ markers' report
- √ tapescript

√ question providing a solution → using a verb or a gerund (-ing)

- \checkmark question providing a solution \rightarrow using a verb or a gerund (-ing)
- ✓ marking scheme low percentage of candidates awarded a point → challenging for most candidates several pieces of information → common vocabulary

After analysing the ...

we know that students may need to know ...

✓ question

→ the parts of speech of the answer = verb/gerund

✓ marking scheme

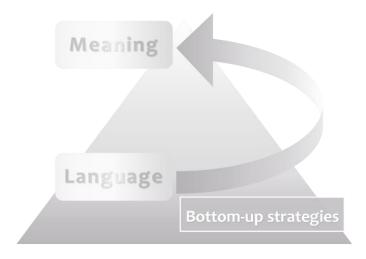
→ that the answer requires several pieces of information

√ markers' report

→ that the answer requires some essential information

Excerpt of the tapescript

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



When we look at the ...

✓ question →

✓ marking scheme →

√ markers' report
→

✓ tapescript →

We remove barriers in the ...

Task factors

Task factors

Listener factors

Text factors

Listener factors

Listener factors

Suggested learning & teaching activities on answer-checking

1 Marking Scheme Production

In groups, ask students to ...

- **➢ locate** answers in the tapescript
- > produce a marking scheme collaboratively
- > explain the criteria
- **≻comment** and **give feedback** on work of other groups
- ➤ co-construct a complete the marking scheme and make comparison with the original one

04 Developing listening skills

Developing the Skill of Anticipation

Understanding the Main Idea or Main Theme

Extracting Specific Information and Ideas

Processing Meaning

Developing the Skill of Anticipation

Adopt focused listening (Re: Prediction)

Understanding the Main Idea or Main Theme

Use a radio/TV/Internet news bulletin

Extracting Specific Information and Ideas

Listen to the weather forecasts of different cities

Processing Meaning

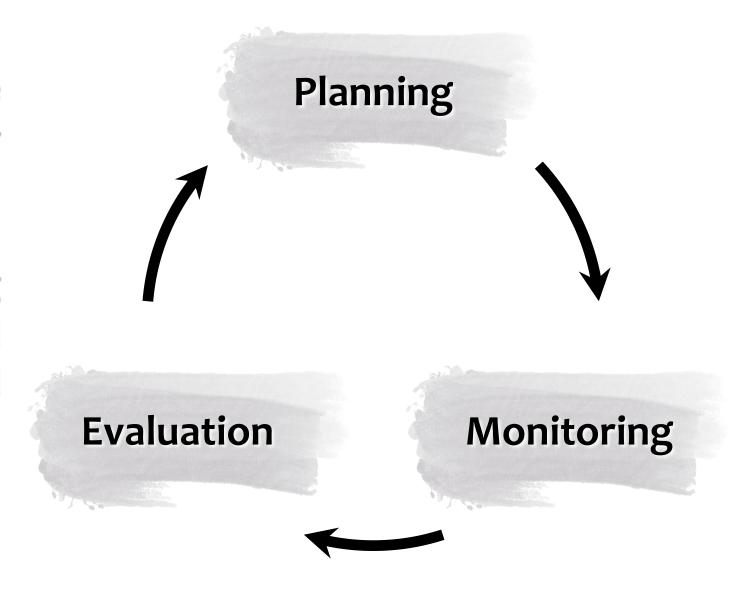
Use listening texts which include paraphrases and repetitions

Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1 - 3) 2018 CDC-HKEAA English Language Curriculum and Assessment Guide (Secondary 4 - 6) 2021

One Step Further: Self-directed Learning

"Self-directed learners are able to take the initiative responsibility and learning with or without the assistance of others. They would identify their learning needs, formulate goals, and choose and resources strategies for learning."

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



Suggested self-direct learning activities

on listening

Listening Journal

• listen to 3 times

1st – structure/gist

2nd – take notes

3rd – checking

 Allow pauses & repeats for students to work on own pace

STEP 1

(Planning)

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

STEP 2

Prediction

 Predict the context and content STEP 3

Listening

Take notes
 while listening

Suggested self-direct learning activities

on listening

Listening Journal

STEP 4

Ideation/

Conceptualisation

 Re-organise ideas from the notes into a new presentation (e.g. a summary paragraph, tables, graphic organisers) STEP 5

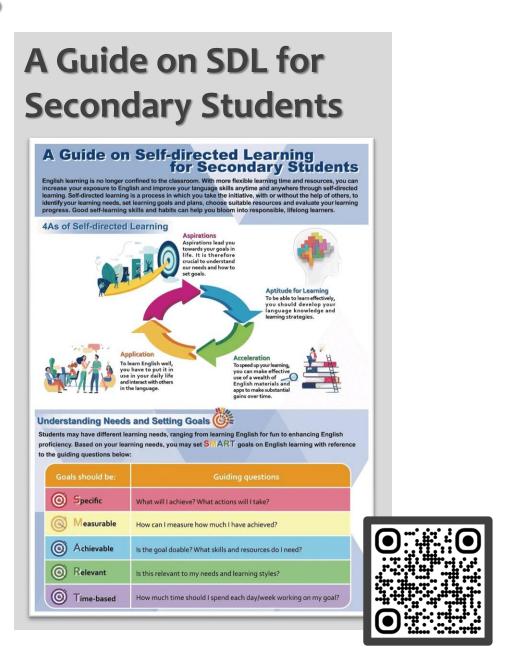
Reflection

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

- ✓ Multipurpose
 - ➤ to collect ideas
 - ➤ to train skills
- ✓ Can be integrated into daily teaching as a pre-/post-listening task

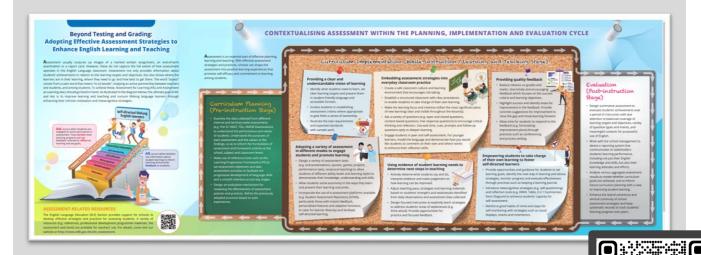
List of useful e-resources





List of useful e-resources

Leaflet on "Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching"



ELE Assessment Task Bank – Listening

	Reading Writing Listening Speaking
Title	Files
Job	Q&A Booklet Data File Audio Recording
Advertising (tistening Tasks)	Q&A Booklet (No Data File) Audio Recording
Advertising (Integrated Tasks)	Q&A Booklet Data File Audio Recording
Consumerism	Q&A Booklet Data File Audio Recording
Staging a Play	Q&A Booklet Data File Audio Recording
Overseas School Trip	Q&A Booklet Data File Audio Recording

Application

Designing effective learning and teaching activities

In-class				
Pre-listening stage	While-listening stage	Post-listening stage		
Prediction	Enhancing Metacognition	Giving Quality Feedback		
✓ Prediction helps to get some clues on the context, content and answers of the task.	✓ Note-taking skills✓ Metacognitive strategies	✓ Reflection• Individual• Self-reports & discussions		
 ✓ Top-down strategies ✓ Bottom-up strategies ✓ Activating schematic knowledge ✓ Activating linguistic component 	✓ Reflection	 ✓ Giving focused feedback • Analysis of question, answer, markers' report & tapescript • "Chunking" exercise • Using tapescript 		

Beyond classroom

Developing listening skills with SDL Tasks, e.g. listening journal, guide for listening

2024 Part A Task 4 Questions 47-53

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

Group Bs: Design a post-listening activity to prepare feedbacks for students.

You will need to:

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

You will be provided with:

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

Suggested activities (Pre-listening)

1. Priming

Provide topical input, e.g. snapshots, videos or articles about Chunyun

- Activate students' schemata;
- → Supplement students' prior knowledge
- → Connect texts and tasks

2. Prediction

- Brainstorming vocabulary and ideas related to the background, development and consequences in a table or other graphic organisers (e.g. a concept map)
- Fill-in-the-blank activity

Suggested activities (Metacognition)

3. Demonstration

Demonstrate the **note-taking process** in front of the class (using the blackboard or iPad) and **"think aloud"** to explain how and why each decision is made

4. Enhancing directed attention

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

Suggested activities (Post-listening)

> Chunking

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

Part 3: Effective Assessment Practices on Integrated Skills

Understanding the language skills that are integrated in Paper 3B

Developing these language skills in a segregated manner

Integrating these language skills within and beyond the classroom

What language skills are integrated in Paper 3B?

Let's wear our students' hat

What language skills do they need to apply at the following stages?

Pre-listening Stage

Reading Skills

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

Pre-listening Stage

Reading Skill

Scanning through the Data File
 (DF) to familiarise themselves
 with the overall context

Pre-listening Stage

Listening Skill

➤ Predicting information on the recording

While-listening Stage

Listening Skills

- Identifying main ideas using semantic clues
- ➤ Extracting relevant information from spoken texts

While-listening Stage

Listening Skills

➤ Recording and organising information using some written and graphic forms

Pre-writing Stage

Reading Skills

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

Pre-writing Stage

Reading Skills

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

Pre-writing Stage

Reading Skills

➤ Synthesising information within/across texts (including the listening input)

While-writing Stage

Writing Skills

- Using tone, style and register appropriate to the tasks
- Using text features appropriate to the tasks/genres

While-writing Stage

Writing Skills

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

Let's put our teachers' hat back on

How do we help students develop these language skills?



		Skills	Strategies
Pre- listening	•	Understanding the situation and instructions Identifying the purpose of writing, target audience and task requirements	 Analysing the task Understanding instructional language
Pre- writing	•	Extracting relevant information from spoken and written texts Distinguishing between main ideas and supporting details	3. Analysing paragraph structures4. Identifying key words
	•	Interpreting different visual elements (e.g. images, graphical information) in the DF	5. Describing statistics and trends6. Describing images and making associations
	•	Synthesising information within/across texts	7. Annotating useful information
While- writing	•	Communicating target messages concisely and coherently using short phrases from the DF and own language	8. Utilising cohesive devices9. Applying grammar knowledge10. Paraphrasing and summarising information

		Skills	Strategies
Pre- listening	•	Understanding the situation and instructions Identifying the purpose of writing, target audience and task requirements	 Analysing the task Understanding instructional language
	•		
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	•		
While- writing	•	Communicating target messages concisely and coherently using short phrases from the DF and own language	8. Utilising cohesive devices 9. Applying grammar knowledge 10. Paraphrasing and summarising information

1. Analysing the task

The RAFT Model

Role ____ Who am I? What is my role?

Audience Who will be reading this? For whom am I writing?

Format What format should I use?

Topic What am I writing about?

2. Understanding instructional language

Explicit teaching of instructional words

Instructional words	Instructions about	Example	Taken from
Write	Text type	write a follow-up email to the participants	2024
Complete	7	complete the internal incident report	2024
Draft		draft a script for a YouTube advertisement	2024
Respond to		respond to the email	2022
Refer to	Reference	refer to the recording of the Zoom meeting	2024
Attach		I've attached the guidelines	2024
Make sure it sounds	Purpose/Tone	Make sure it sounds fun and exciting!	2024
Promote		draft a script for a YouTube advertisement promoting the Adventure Fishing Tour.	2024
Recommend		to recommend training courses for the coming year.	2023
Discuss		In the speech, Ms Fong would like to discuss 3D projection technology,	2022
Mention	Content	have to mention that there will be a break from the Tour on Christmas Day.	2024
Keep		keep that in the promotions.	2024
Acknowledge		Make sure you acknowledge and explain William's mistake	2023
Cover	7	should cover factual information	2024
Include		should include the following to ensure	2024
Explain		will be happy if you explain how this will enhance the customer experience.	2024
Present	7	should clearly present the results	2024

		Skills	Strategies
Pre- listening	•	Understanding the situation and instructions Identifying the purpose of writing, target audience and task requirements	 Analysing the task Understanding instructional language
Pre- writing	•	Extracting relevant information from spoken and written texts Distinguishing between main ideas and supporting details	3. Analysing paragraph structures4. Identifying key words
	•	Interpreting different visual elements (e.g. images, graphical information) in the DF	5. Describing statistics and trends6. Describing images and making associations
	•		
While- writing	•	Communicating target messages concisely and coherently using short phrases from the DF and own language	8. Utilising cohesive devices 9. Applying grammar knowledge 10. Paraphrasing and summarising information

3. Analysing paragraph structures

Academic Use of English Resource Pack

5c: Topic Sentences

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

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

5d: Supporting Details

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

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

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

- State the key idea by using a topic sentence
- Support the key idea by giving examples
- Support the key idea by quoting statistics
- Compare local and global figures
- Explain why air-conditioners are abused in Hong Kong

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

4. Identifying key words

a. Repeated words

b. Words/Phrases of importance

Words

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

Phrases

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

c. Signpost words

They tell the reader how each group of ideas follows from the ones before. Examples include:

Changing direction or creating a comparison

```
However, ...
Rather, ...
In contrast, ...
Conversely, ...
On one hand, ...
On the other hand, ...
In comparison, ...
Compared to ...
Another point to consider is ...
```

Adding a similar point

```
Similarly, ...
Likewise, ...
Again, ...
Also, ...
```

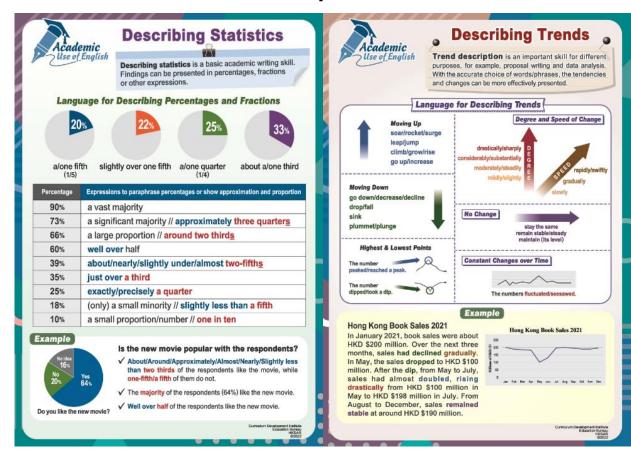
Adapted from:

https://owll.massey.ac.nz/pdf/studyupessays-2-handout.pdf

		Skills	Strategies
Pre- listening	•	Understanding the situation and instructions Identifying the purpose of writing, target audience and task requirements	 Analysing the task Understanding instructional language
Pre- writing	•		3. Analysing paragraph structures4. Identifying key words
	•	Interpreting different visual elements (e.g. images, graphical information) in the DF	5. Describing statistics and trends6. Describing images and making associations
	•		6. Describing images and making

5. Describing statistics and trends

Useful expressions



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

6. Describing images and making associations

Examples

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

		Skills	Strategies
Pre- listening	•	Understanding the situation and instructions Identifying the purpose of writing, target audience and task requirements	 Analysing the task Understanding instructional language
Pre- writing	•		
	•	Interpreting different visual elements (e.g. images, graphical information) in the DF	5. Describing statistics and trends6. Describing images and making associations
	•	Synthesising information within/across texts	7. Annotating useful information
While- writing	•	Communicating target messages concisely and coherently using short phrases from the DF and own language	8. Utilising cohesive devices 9. Applying grammar knowledge 10. Paraphrasing and summarising information

7. Annotating useful information

- a. Highlighting
- b. Making marginal notes
- c. Using symbols
- d. Using graphic organisers

		Skills	Strategies
Pre- listening	•	Understanding the situation and instructions Identifying the purpose of writing, target audience and task requirements	 Analysing the task Understanding instructional language
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8. Utilising cohesive devices

Highlighting the communicative functions of these cohesive devices

Cohesive Devices for Academic Use of English **Different Purposes** Followed by a clause: for example for instance Similarities: in this case such as since because as therefore as a result both as...as likewise similarly Followed by a noun/noun phrase: Differences: because of due to owing to Cause in contrast whereas unlike Example thanks to Comparison and and **Effect** Contras namely clearly obviously specifically Clarification **Emphasis** definitely indeed in other words notably above all to put it simply cohesive Devices besides moreover if in case unless furthermore Condition Addition provided that in addition on condition that not only...but also on the whole first and foremost Order Generalisation Summary in most cases subsequently finally in general last but not least in brief in conclusion Currioulum Development Institute Education Sureau HKSAR in summary to conclude to sum up

https://www.edb.gov.hk/en/curricul um-development/kla/engedu/references-resources/Academic-Eng/home.html

9. Applying grammar knowledge

Examples

Highlighting the communicative functions of grammar items

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

10. Paraphrasing and summarising information

4a: Paraphrasing

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

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

Different ways to paraphrase sentences:

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

Retain content

words

Level of formality

Tone & Style

Coherence

10. Paraphrasing and summarising information

4b: Summarising

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

Understand the text

Select relevant information

Identify main ideas

Delete unnecessary details

Paraphrase the text

Ensure grammatical accuracy

10. Paraphrasing and summarising information

More explanation and practice in **Academic Use** of English Resource Pack

Using synonyms or words with similar meanings

Original text:

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

Paraphrased version:

Deforestation involves conversion of forest land to farms or urban use. According to the

data in Chart A, agriculture leads to quantity of trees have been felled for gr

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

Example 2

Original text:

The new policy further worsens the traf

Paraphrased version:

The traffic congestion further deteriora

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

Example 3

Original text:

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

Paraphrased version:

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

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

Changing parts of speech and/or word order Example:

There was evidence that the refugees were treated unfairly

Paraphrased version 1.

There was evidence of unfair treatment of the refugees.

Paraphrased version 2:

Unfair treatment of the refugees was evident.

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

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

Paraphrased version:

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

Practice

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

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

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

- (b.) □ A. one-fou Practice (a.) A. fortune B. resources □ B. one-fou □ C. one-five Activity 3
- C. goods D. luxury
- 2. Egypt reached the pinnacle of its power is of slow decline. A number of foreign the Persians, attacked or occupied Egypt. it fell to the Roman Empire.
- After reaching its _(a.) in power in the course of its history, Egypt __(b.)_ by the Assyrians, as well as the Persians, and it was conquered by the Roman Empire.
- (a.) Z A. peak (b.) ✓ A. was inva ☐ B. climax ☐ B. invaded
- C. best C. ruined o D. ceiling D. was atta

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

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

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

Suggested answer:

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

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

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



https://www.edb.gov .hk/en/curriculumdevelopment/kla/engedu/referencesresources/Academic-Eng/resource pack.ht



		Skills	Strategies
Pre- listening	•	Understanding the situation and instructions Identifying the purpose of writing, target audience and task requirements	 Analysing the task Understanding instructional language
Pre- writing	•	Extracting relevant information from spoken and written texts Distinguishing between main ideas and supporting details	3. Analysing paragraph structures4. Identifying key words
	•	Interpreting different visual elements (e.g. images, graphical information) in the DF	5. Describing statistics and trends6. Describing images and making associations
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Fostering holistic planning to ensure the progressive development of students' integrated skills



Discuss with your group:

 what learning and teaching activities you have conducted to help students integrate and develop these language skills

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

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

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

- 1. Locate a text in a textbook unit and supplement it with some short texts.
- 2. Design a short writing task where students can apply the target language skills while presenting the content points.

Example

Step 1: Locating a suitable text in a textbook unit

Example

Step 2: Analysing the text

Reading Text		
<u>R</u> ole	Grace Ma, a Secondary 3 student	
<u>A</u> udience	Principal Lam	
F ormat	Letter of proposal	
<u>T</u> opic	Persuade the principal to support the bidding for a stall at the Lunar New Year Fair	
Register	Formal	
Tone	Informative, persuasive	
Content	Date, venue, theme of the booth, advertising campaign (e.g. slogan), budget, source of funding	

Step 4: Identifying missing gaps

Step 3: Brainstorming a mini-integrated task

Mini-integrated Task		
<u>R</u> ole	Grace Ma, a Secondary 3 student	
<u>A</u> udience	Schoolmates	
<u>F</u> ormat	Promotional video script	
<u>T</u> opic	Encourage schoolmates to patronise the photo booth at the Lunar New Year Fair	
Register	Informal	
Tone	Informative, engaging	
Content	Date, venue, theme of the booth, products and activities at the booth, reasons why schoolmates should not miss it, slogan	

Example

Step 5: Creating other texts to fill the missing gaps

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

Extracting relevant information from written texts

Distinguishing between main ideas and supporting details

	Online Forum – "Photo Booth at Lunar New Year Fair – Love it, or Loathe it?"
Jake:	I really don't think a photo booth is the best thing for a Lunar New Year Fair. I remember when we did something similar last year; it felt like people were more interested in the food and performances than snapping photos. It just seemed out of place in all the excitement, you know?
Sophie:	I absolutely love the idea of a photo booth at the fair! Last year, my friends and I took loads of silly pictures at one, and it made the whole day so much more fun. It's a great way to capture memories and encourages people to share their experiences on social media!
Tom:	I'm not really sure about this whole photo booth thing. On one hand, it could be good for fun, but on the other hand, will it actually attract customers? I guess it depends on how well it fits with the vibe of the fair. I'm just sitting on the fence right now.
Emily:	Honestly, I get so emotional just thinking about it! For me, the memories from festive events are so precious. Last Lunar New Year, I had tears of joy seeing my family together, and a photo booth gave us those lovely moments frozen in time. It's all about connection and making those beautiful memories!

Extracting relevant information from written texts

Distinguishing between main ideas and supporting details

A Travel Magazine Article about Lunar New Year Fair

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

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

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

Step 6: Providing the instruction for students

Dear Grace,

You may promote your New Year photo booth on Campus TV. Please draft a promotional video script which includes the date and venue of the Lunar New Year Fair, the theme of the booth, and what can be done at the booth. Also include why students shouldn't give it a miss. The Year of the Snake is slithering in. So maybe it's better to end the video with a slogan that starts with an "S".

All the best Principal Lam

Text 1

Text 3

	Online Forum – "Photo Booth at Lunar New Year Fair – Love it, or Loathe it?"	
Jake:	I really don't think a photo booth is the best thing for a Lunar New Year Fair. I remember whe we did something similar last year; it felt like people were more interested in the food an performances than snapping photos. It just seemed out of place in all the excitement, yo know?	
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Tom:	I'm not really sure about this whole photo booth thing. On one hand, it could be good for fun, but on the other hand, will it actually attract customers? I guess it depends on how well it fits with the vibe of the fair. I'm just sitting on the fence right now.	
Emily:	Honestly, I get so emotional just thinking about it! For me, the memories from festive events are so precious. Last Lunar New Year, I had tears of joy seeing my family together, and a photo booth could have given us those lovely moments frozen in time. It's all about connection and making those beautiful memories!	

Identifying the purpose of writing, target audience and task requirements

Synthesising information within/across texts

Text 2

	Conversation Between Attendees of Past Lunar New Year Fair	
Emily:	Look at this photo booth! It's so colourful. Have you seen all the props?	
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Emily:	Sounds great. But I might crash into you if I jump too high!	
Tom:	Haha, I'll catch you! Okay, let's grab some props first.	
Emily:	Ooh, I want the big gold coins! They'll look awesome with my outfit.	
Tom:	Perfect choice! I'll get a couple of those giant lucky cat hats. They're brilliant.	
Emily:	That'll be so funny! This is going to be an amazing memory for us.	
Tom:	For sure! Alright, let's set up the timer and get ready to leap!	
Emily:	One, two, three Jump!	

Text 4

A Travel Magazine Article about Lunar New Year Fair

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

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

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

Now try your hands at designing a mini-integrated task

Work with your group:

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

Design the task with target language skills in mind

Complete <u>Steps 3 to 6</u> in the Activity Sheet; and post your ideas on Padlet ©

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

Skills

Prelistening

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

Prewriting

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

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

Authentic texts are also a useful resource when developing mini-integrated tasks ©

Social media post

Webpage

Pamphlet

School newsletter

Announcement

Press release

Newspaper article

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

Beyond the classroom

- Collecting useful information in the community
- Performing learning tasks

Authentic Information texts

Authentic data from students



Adapted from:

https://cd1.edb.hkedcity.net/cd/languagesupport/images/act_hights/2223/02/Attachment_7.pdf

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

Beyond the classroom

Authentic instructions from teacher

Task 1:

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

Task 2:

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

Task 3:

"Last, write a letter to the editor of the Young Post about the Kai Tak Road / Sa Po Road redevelopment plan."



Adapted from:

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

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

HKDSE Paper 3B:
Besides language skills,
students need to demonstrate
real-world knowledge

Organisational hierarchy

Situational awareness

Tact and diplomacy

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

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

Examples

Real-world Tasks

Extracting and synthesising information

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

Interpreting statistical data/images

Using appropriate tone, register and style

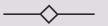
Communicating messages coherently and concisely

Organisational hierarchy

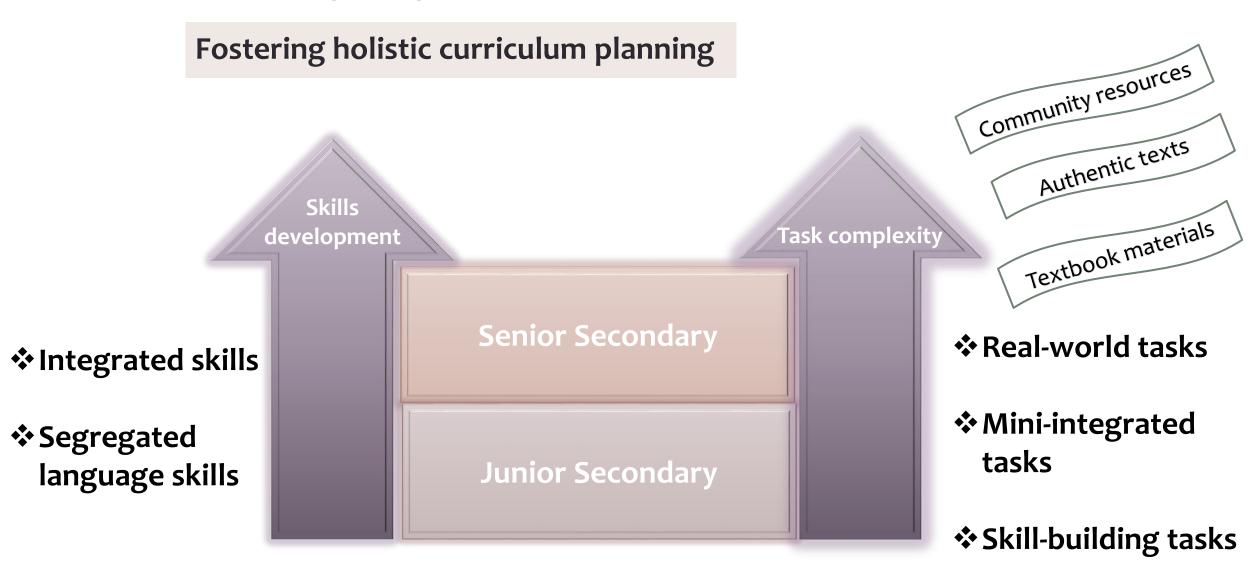
Situational awareness

Tact and diplomacy

Wrap up

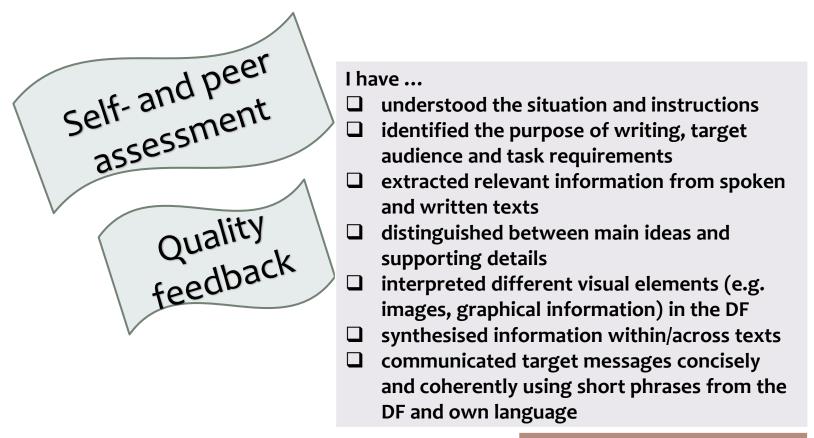


Re-configuring assessment practices



Re-configuring assessment practices

Focusing on skills development instead of scores



Language skills checklist

Re-configuring assessment practices

Focusing on students' learning experience

Wrap up

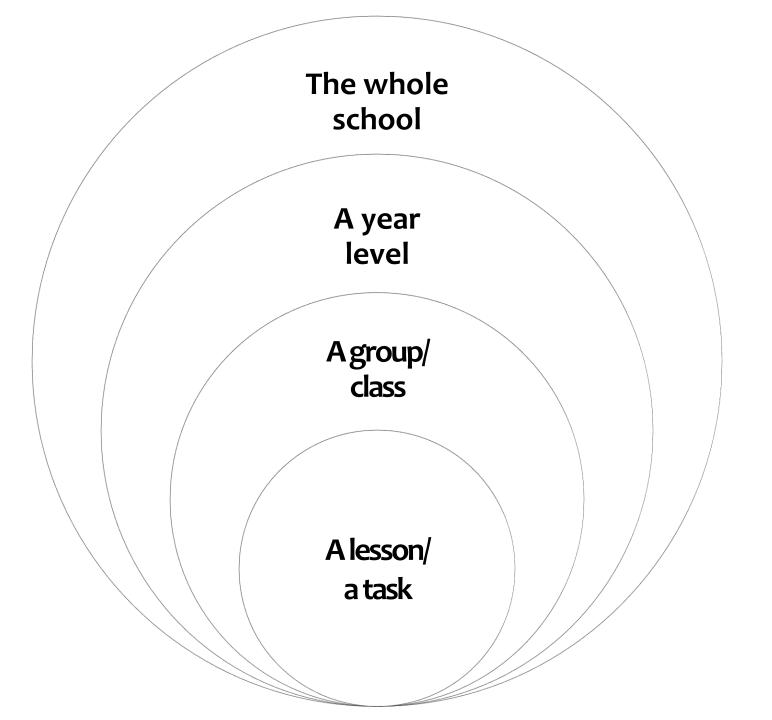
Paradigm shift

Start small, think big

Assessment for Learning -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.		
_	3. Offer regular descriptive feedback.		
Where am I now?	4. Teach students to self-assess and set goals.		
	5. Use evidence of student learning to determine next steps in teaching.		
How can I close the	6. Design focused instruction, followed by practise with feedback.		
gap?	7. Engage students in self-reflection and provide opportunities for them to track and share learning progress.		

Start small Think big



Assessment is to sit beside.