

Dissemination Seminar:

Learning, Teaching and Assessment: Strategies for Enhancing Students' English Literacy Skills through Genre-based Pedagogy

Dr Yuen Yi LO,
Assistant Professor



Faculty of Education, the University of Hong Kong

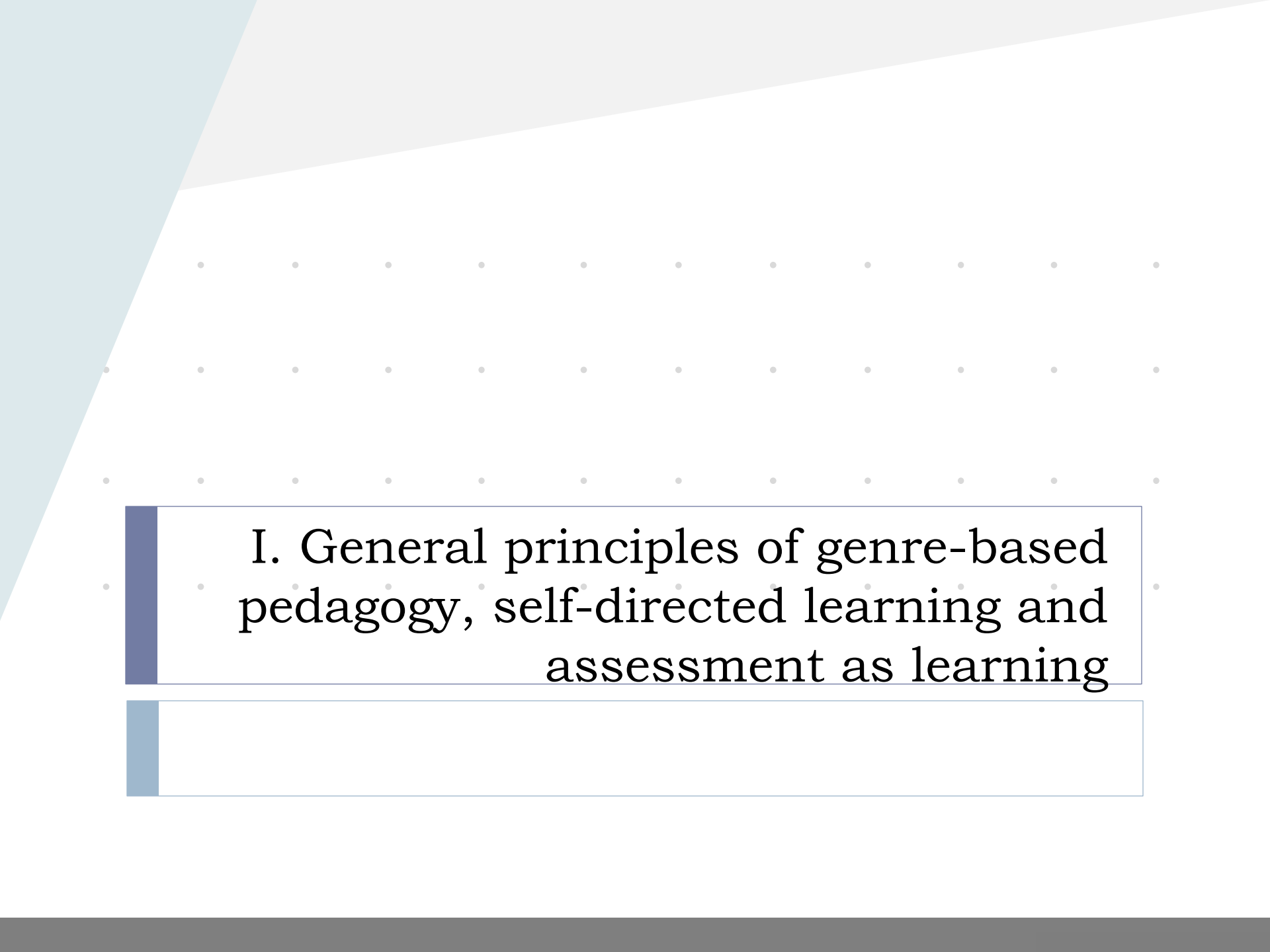
Outline

- I. General principles of genre-based pedagogy, self-directed learning and assessment as learning
- II. Overview of the Project
- III. Professional sharing by project school teachers

Warm up reflection

► How would you answer the following questions?

1. What are the major challenges my students encounter when reading and writing in English?
2. How do I usually teach reading and writing? Do I find it effective? Why not?
3. What are the different types of assessment? What are their differences and the respective roles of teachers and students?
4. How do my students learn? Are they active, independent learners? Why or why not?



I. General principles of genre-based pedagogy, self-directed learning and assessment as learning

What challenges are your students facing?

- ▶ Some interesting quotes from interviews with some secondary school students in a project

Quote 1:

“I think grammar (is the most difficult) ... because my foundation is not strong, I have to learn (grammar) again when promoted to secondary school”

Quote 2:

“Sometimes I am rather resistant (to learning English), because there are a lot of words that I don't understand. I cannot communicate with others.”

Quote 3:

“I want to read a lot of stuff, but I can't understand it.”

Quote 4:

S1: I don't know how to revise English ...

S2: Use the internet, usually, learn on the internet

S1: When I use the internet to learn English, I often don't know what I have learned ... I browse some other stuff ...

(R: How about school textbooks?)

S1: I don't read them ... Not attractive and difficult

Quote 5:

(R: Which types of compositions are you good at writing?)

S1: Can't remember very clearly ... I wrote letters quite well ... I wrote emails quite well

(R: Then are there any types of compositions that you didn't do well?)

S1: Ur ...

(R: Stories?)

S1: Yes, I couldn't write the four-picture stories in primary school. ...

S2: For me, there were some words provided, so I would use those words to form some sentences. That's it.

Reading challenges

Writing challenges

1. Motivation



1. Motivation

2. Vocabulary



2. Vocabulary

3. World knowledge

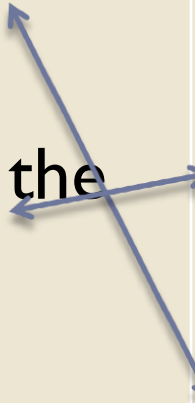
3. Grammar

4. Knowledge about the
text



4. Text structure

5. Reading strategies



5. No ideas

Any common themes?

Traditional Views of Reading and Writing

Reading

Reading

Your cousin from Australia is visiting you and your family. She wants to buy some souvenirs for her friends. You have found a shopping guide for a new shopping centre and an online discussion forum about shopping in Hong Kong. Read the shopping guide and the comments on the forum.

World Plaza

Hong Kong's newest shopping centre

Welcome to World Plaza!

World Plaza has more boutiques than any other shopping centre in Hong Kong.



Take a break

5 Lots of shopping centres have too many shops and too few places to have a rest. World Plaza has the most cafes and restaurants of any shopping centre in the city.

Shopping Lower Card

The Shopping Lower Card is the same as a loyalty card. For every \$10 you spend, you will receive one point.



Toy Town

15 No two toys are alike at Toy Town. Toy Town designs unique toys for customers.



Bookworms

20 Bookworms has more books than any other bookshop in Hong Kong. Buy one book, get one free.



Special Something

25 Our gifts are the best in the city. Prices from \$300.



Visit us!

Getting to World Plaza is less hassle than visiting other shopping centres. Why? The MTR station leads straight to our basement!

30 **Address:**
55 Harbour Street, Central, Hong Kong
Opening hours:
10.00-22.30

Bargain Hunter:

I am like any ordinary teenager. I love shopping very much. I usually go shopping at Times Square, but some of my friends go to Festival Walk. They say the prices at Festival Walk are lower than those at Times Square.

Amy88:

Toy shopping at the Temple Street Night Market. You can find the lowest price tags. The products are just as trendy as those at Times Square, but cheaper.

Shopaholic:

Shop online! Check whether the prices in your favourite shop are different from the prices in another shop.

What about you?

Which shop would you like to visit at World Plaza?
Do you have any tips for finding the best prices when shopping?

Writing

Writing

Now make a draft of the shopping guide. It should be 150 words. Use your notes and the writing plan below to help you. You can also use the words and expressions on page 4 to help you.

Give your charity sale a name.

Tell people the date, time and location of the sale.

Introduce the sale and talk about how you will use the money you raise.

Give information about the products, prices and special offers.

Describe the activities at the charity sale.

We will hold the charity sale on _____ at _____. The location of the sale will be _____.

We will donate the money we raise to _____ to help _____.

Products

We will sell _____.

They will cost _____.

Our special offer(s) will be _____.

Activities

The activities will be _____.

-input

- receptive skills

-comprehension

- output

- productive skills

-production

Connection between Reading and Writing

Reading

Reading
Your cousin from Australia is visiting you and your family. She wants to buy some souvenirs for her friends. You have found a shopping guide for a new shopping centre and an online discussion forum about shopping in Hong Kong. Read the shopping guide and the comments on the forum.

World Plaza

Hong Kong's newest shopping centre!

Welcome to World Plaza!

World Plaza has more boutiques than any other shopping centre in Hong Kong.



Take a break

5 Lots of shopping centres have too many shops and too few places to have a rest. World Plaza has the most cafes and restaurants of any shopping centre in the city.

The same pool of knowledge and skills connect reading and writing

Writing the shopping guide

Now make a draft of the shopping guide. It should be 150 words. Use your notes and the writing plan below to help you. You can also use the words and expressions on page 4 to help you.

Give your charity sale a name.

Tell people the date, time and location of the sale.

We will hold the charity sale on _____ at _____. The location of the sale will be _____.

We will donate the money we raise to _____.

offer(s) will be _____.

will be _____.

charity sale _____.

Writing tips

- Use the future tense to say what will happen at the charity sale.
- Use the simple present tense to describe the charity sale.
- Use comparative and superlative adjectives to describe the charity sale.
- Use headings to organize your writing.

Writing



1. A Genre-based approach to Reading and Writing

What is genre?

“All the language events , both spoken and written, that we participate in as members of our particular society and culture”

(Gibbons, 2009, p. 108).

- Each genre has *a specific social purpose*, and is used *to get something done through language*.
- Each genre has *a particular structure* or *overall organisation*.
- Each genre has *language features* that are typical of that genre.
- Understanding of the purpose, organisation and language features of school genres helps teachers recognise where learners need support in learning the genres they need to be successful readers and writers.

Different text-types written for Different Purposes and a Different Audience

Calendars	Clothes size labels	Magazines
Addresses	Graffiti on walls	Radio/TV guides
Phone books	Children's scribbling	Advertisements
Name cards	Informal letters	Posters
Bank statements	Business letters	Travel guides
Credit cards	Rules and regulations	Cookbooks
Maps	Electronic mail	Repair manuals
Anecdotes	Telegrams	Memos
Weather forecast	Fax messages	Time schedules
Pamphlets	Junk mail	Street signs
Product labels	Postcards	Syllabi
Washing instructions	Greeting cards	Journal articles
Short stories	Comic books	Song lyrics
Novels	Newspapers	Film subtitles
Plays	Diplomas	Diagrams
Poems	Application forms	Flowcharts
Handbooks	Store catalogues	Name tags

(adapted from Gebhard 1996:198)

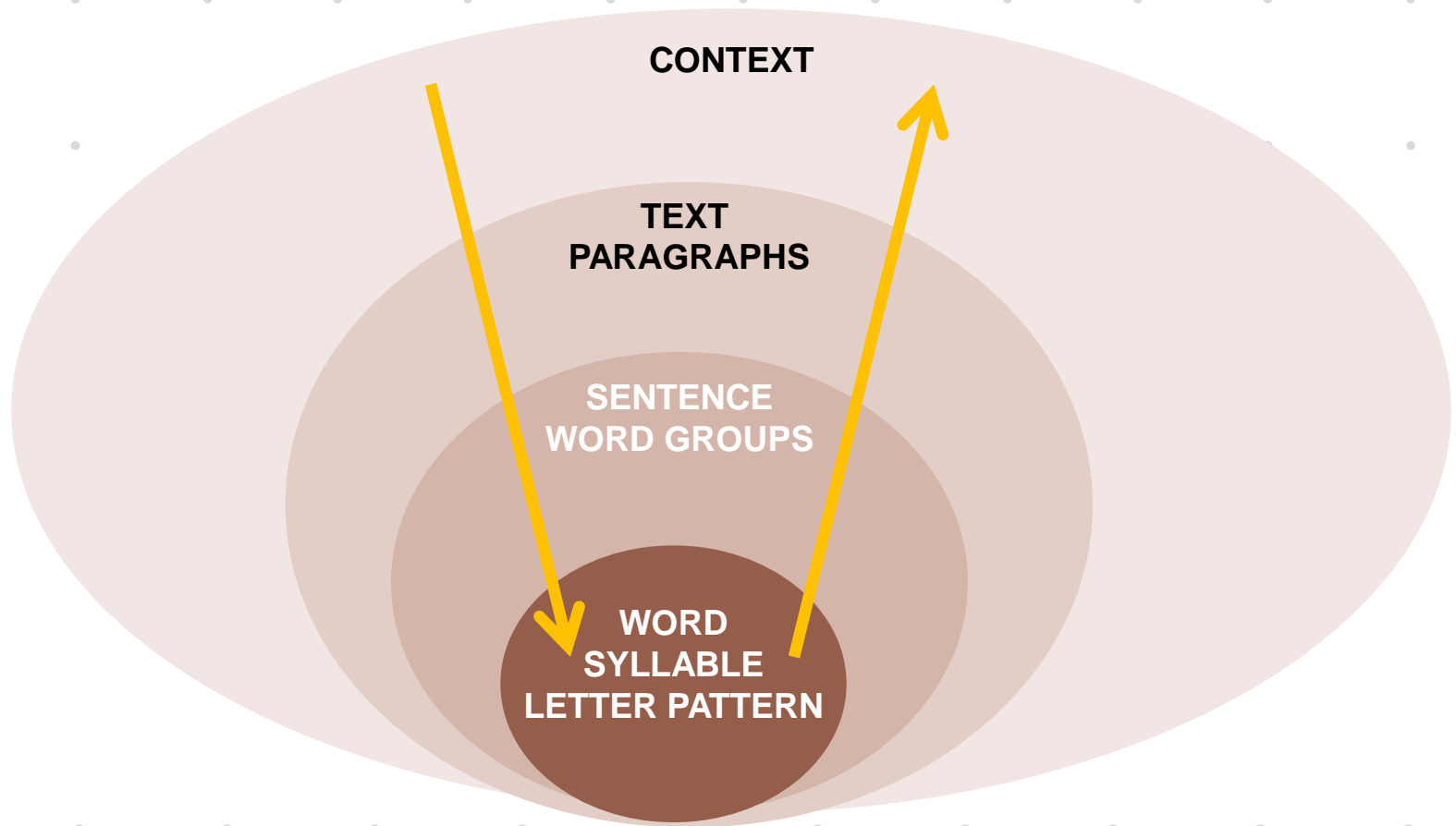
Exposure → Automaticity

**‘massive amounts of
and systematic
repetitive experience’
develop automaticity**

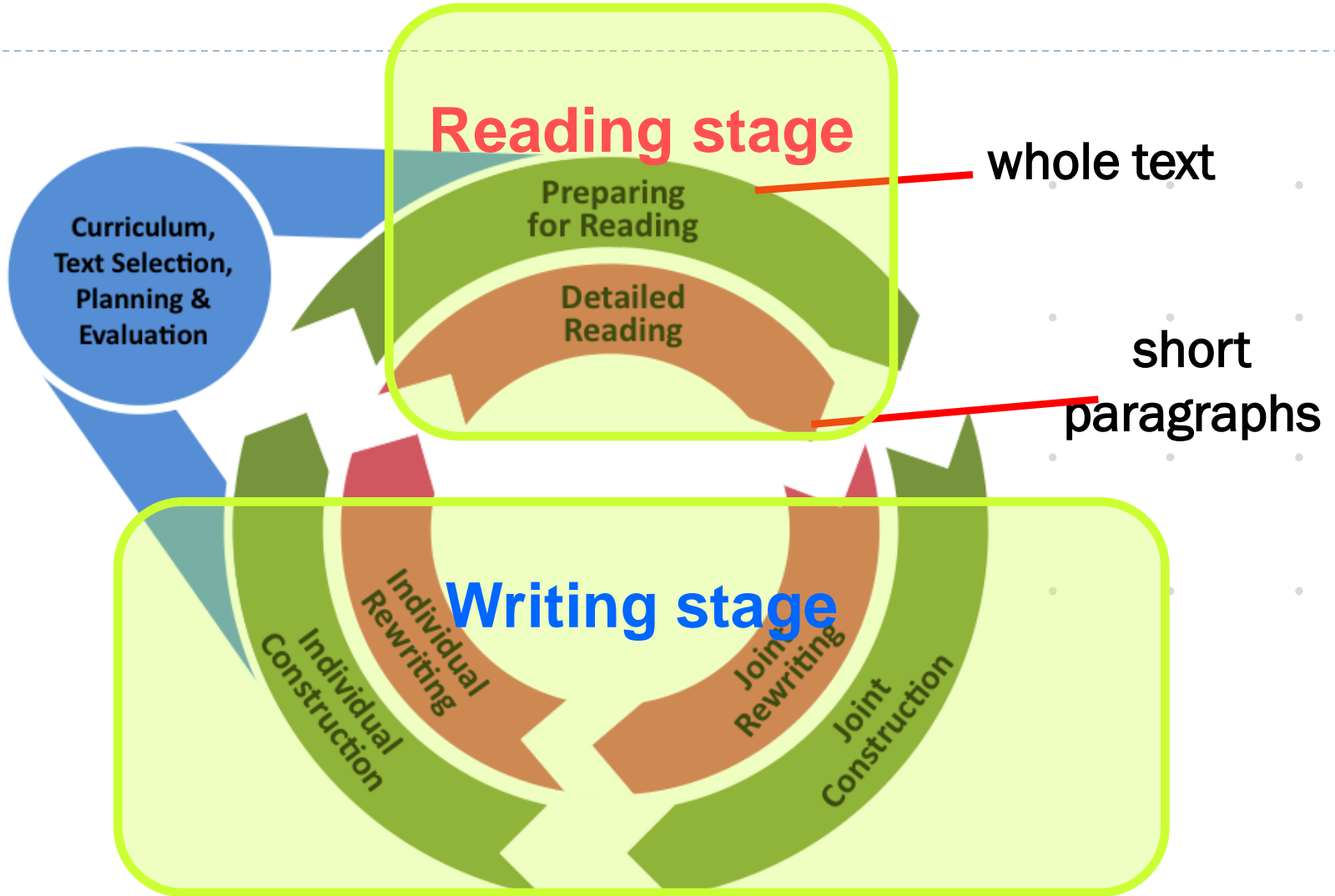
(Segalowitz, 1991, p. 23)

A functional view of language in context (Rose, 2012)

Teaching that starts with vocabulary and grammar instruction minus the context turns language into bits and pieces of isolated knowledge; a functional view of language sees the **learning and teaching of all levels of language** (from word/sound patterns to sentence patterns to text/genre patterns) to be successful only if they're situated in **a meaningful context of shared experience**

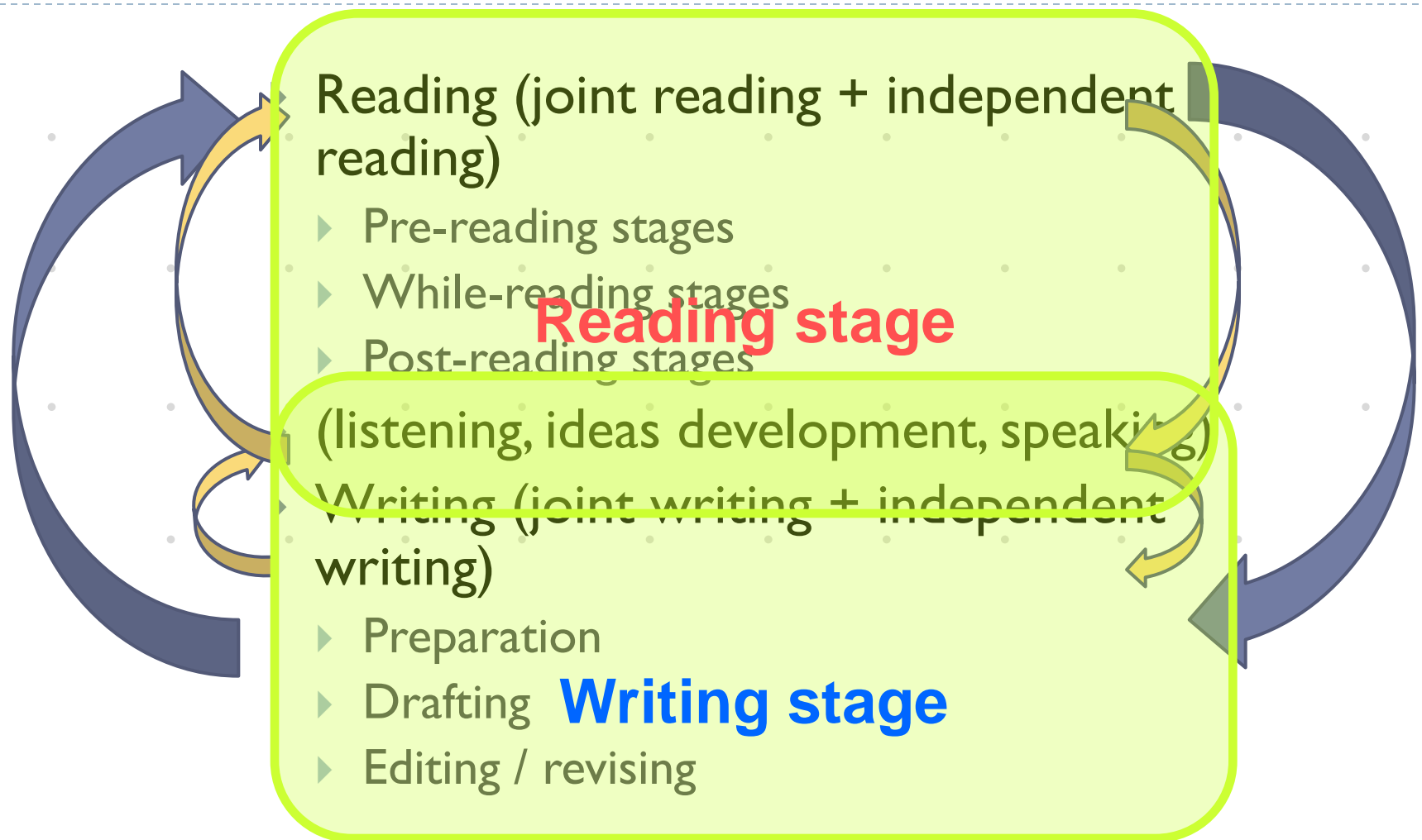


The Genre-based Approach to Reading and Writing



Adopted from Dr. David Rose, *Reading to Learn*.

An adapted approach for the Hong Kong classroom



A mental exercise for you ...

- ▶ In the scheme of work, the writing task for the coming unit is ...
 - A newspaper article to describe a robbery (for P.5 students)
 - A magazine article to describe a book fair (for S.3 students)

- ▶ With the notion of genre, what language elements do students need, in terms of:
 - Vocabulary & Grammar
 - Sentence patterns
 - Text structure
 - Content/World knowledge?

- Then, how would you design your pre-reading, reading, post-reading and pre-writing tasks?

Using the “genre” to plan reading & writing tasks

Example 1: A newspaper article to describe a robbery (for P.5 students)

Fire & robbery – frequent topics students come across in news

Newspaper article

Purpose: Report an incident
Lead-in → Details → Conclusion

Description of events & actions;
Simple past & past continuous tense;
Direct & reported speech

Nouns; Adjectives;
Action verbs

Lesson stages & activities

► Reading (Selected text: A news report on a fire incident)

I. Pre-reading stages

- I.1. What is a newspaper article? How is it different from personal recount or story?

Headline → Cops on trail of hiker robbers

Introduction: Who? What? Where? Why?

About 100 police officers searched for two robbers along Eagle's Nest Nature Trail in Cheung Sha Wan after two incidents in which hikers were robbed at knifepoint within half an hour.

The two wanted men are about 40 years old, 1.75 metres tall and speak Putonghua.

Police are investigating whether the two robbers are linked and had accomplices as they were each armed with 30-centimetre fruit knives. In the first case, at about 12.15pm on Tuesday, a woman surnamed Cho, 66, who was hiking alone on the trail, was held up when she was at Piper's Hill Road near Tai Po Road.

The robber, in a white mask and wearing dark clothing, threatened her with the knife and took her HK\$1,500 mobile phone, HK\$600 watch and about HK\$100 in cash. Cho's finger was cut as she resisted. She sought help from other hikers and was treated by paramedics.

Just 25 minutes later, a 45-year-old woman surnamed

Events in time order

Written in columns

Conclusion

Direct Speech

Written in the first person

Written in the third person

Photo(s)

Materials adapted from Cops on trail of hiker robbers by Clara Yeung with the permission of The Standard. <http://www.standard.hk/news/10477780>

A personal recount

Title

Father's Day

Today is Father's Day. Jenny and I planned some activities that our family could do today.

In the morning, we got up very early as we prepared a full breakfast of pancakes, bacon and eggs for Dad. Since we are still young, Mum helped us to cook them while we decorated the dish. Dad was very happy when he saw it. :-)

After having the breakfast, we went to a beach. We swam and built a sandcastle. It was beautiful. We also played beach volleyball. It was fun. After that, we had our late lunch in a restaurant near the beach. The seafood platter was yummy! Jenny and I ate a lot while our poor parents just had a little. :-p

We spent our afternoon there and we sat on the beach watching the beautiful sunset. We took many photos at that time.

At night, we went to another restaurant to have dinner. Dad loved the dishes we ordered for him. He liked the dessert most because the cake looked like him! (Change another reason)

When we got home, we looked at the photos we took together. I love our smily faces. :-) It was a great day. I love the seafood restaurant and can't wait to go back there again.

Events in time order

Conclusion

Written in the first person

Written in the third person

Photo(s)



Newspaper Article and Personal Recount Feature Hunt

Put a tick (✓) next to the feature that can be found in the text(s)

Features	A Newspaper Article	A Personal Recount
Title		
Headline		
Event(s) written in time order		
Written in columns		
Written in the first person (I, We)		
Written in the third person (He, She, It)		
Introduction (who, what, when, where, why)		
Direct Speech		
Conclusion		
Written in paragraphs		
Photo(s)		
Written in the past tense		

1.2. Vocabulary building (making use of pictures)



fire engine



scene
(the place where
an action happens)



wheelchair



put out
(to stop the burning of something)

Match the correct word to the picture.

broke out

fire engine

wheelchair

put out



filled

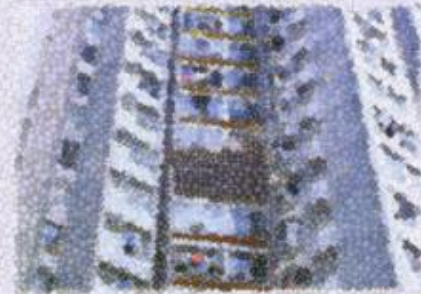
scene

ambulance

For more able students

Brave Teenager Saves Old Woman from Fire

Yesterday at about 10:10 in the morning, a fire broke out in the building of the fire.



The fire started in a room on the 10th floor of the building. The fire spread very fast.

The fire started in a room on the 10th floor of the building. The fire spread very fast. The fire started in a room on the 10th floor of the building. The fire spread very fast. The fire started in a room on the 10th floor of the building. The fire spread very fast.

The fire started in a room on the 10th floor of the building. The fire spread very fast. The fire started in a room on the 10th floor of the building. The fire spread very fast.

The fire started in a room on the 10th floor of the building. The fire spread very fast. The fire started in a room on the 10th floor of the building. The fire spread very fast.

Due to the copyright issue, the text cannot be shown. Teachers can choose some difficult vocabulary from your selected text and ask students some questions to guide them to think about the meanings of the words. One example has been done for you.

Can you guess the meaning of the words from the text?

How do we do that?

Here's a tip:

e.g. **scene**

At the scene of the fire was a teenage boy. He reported the fire to the police.

Ask yourself:

- Where was the boy?
- Was he at the place where the fire happened?

Scene means:

- the place where an action happens



broke out

escape

filled

fire engine

scene

put out

ambulance

wheelchair

2. While-reading stage

- Detailed reading/ guided reading: checking comprehension; demonstration of reading strategies; teaching of genre knowledge

Look at the headline of this newspaper article Look at the second paragraph article

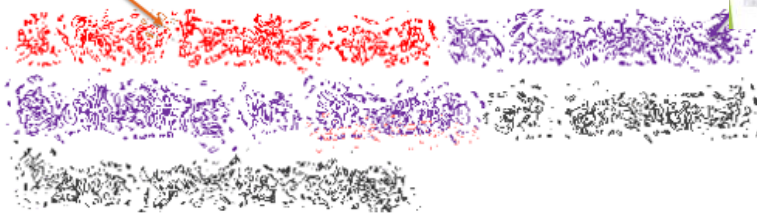


What is this newspaper article about?
Discuss it with your classmates!

This article is about ...

Hint: Look at the first paragraph

What happened?



When?

The fire started in a flat on the fifteenth floor. Smoke quickly filled the whole floor. Many people on the upper floors had to escape to the rooftop. Four fire engines rushed to the scene within five minutes. It took the firemen more than an hour to put out the fire. Ambulances took five people to hospital because they did not feel well. No one was seriously hurt.

Place

Guiding questions

- ▶ Where did the fire start?

The fire started in a flat on the fifteenth floor.

Period of time

- ▶ How long did it take to put out the fire?

It took more than an hour to put out the fire.

3. Post-reading

3.1. Vocabulary consolidation/extension

Let's look at the following vocabulary/phrasal verbs

arrest	put out	steal	crash
crime	rob	attack	snatch
investigate	burglar	suspect	eyewitness
escape	burglary	at knifepoint	
break in	break out	hit-and-run	
hold up	scene	robbery	

Which words are used to report
“Fire”, “Accident” or “Burglary/Robbery”?

Sort the words in the table

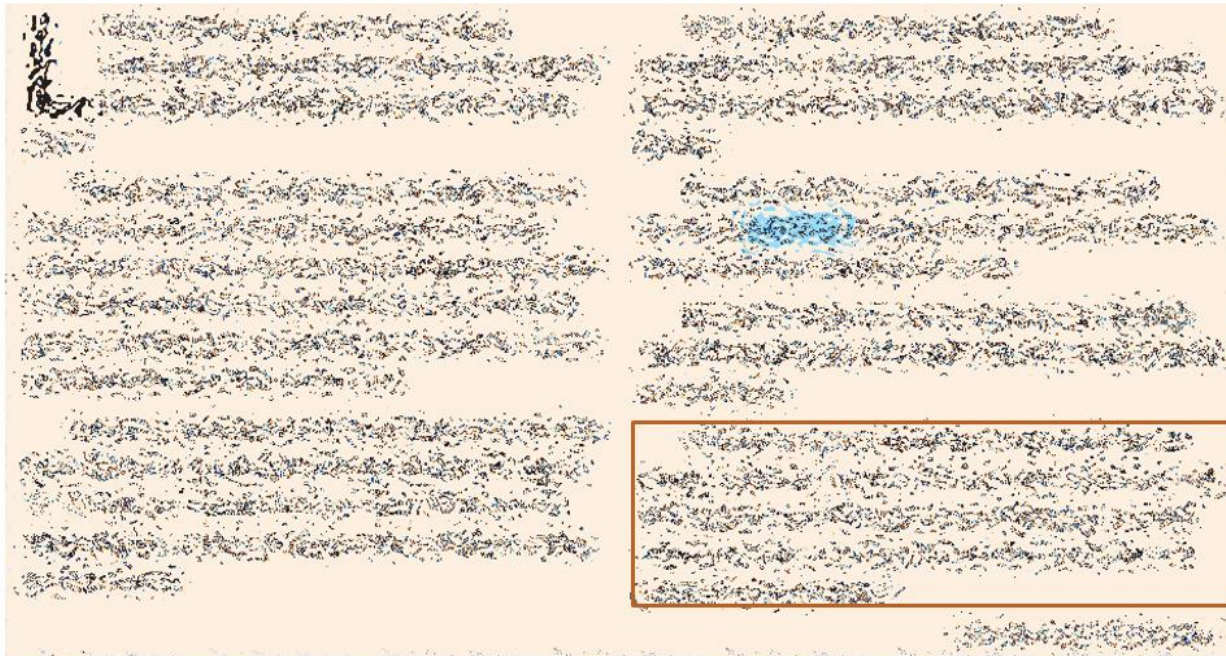
Fire	Accident	Burglary/Robbery	Fire/accident/ burglary
break out	crash	hold up	arrest
put out	hit-and-run	steal	crime
		rob	investigate
		attack	suspect
		snatch	eyewitness
		burglar	escape
		burglary	scene
		at knifepoint	
		break in	
		robbery	

3.2. Grammar closely related to the genre/text type

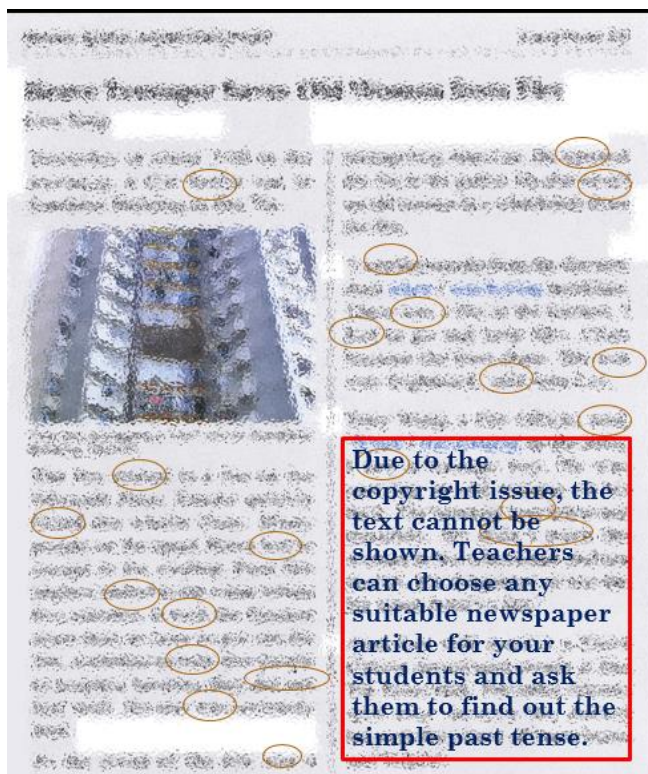
e.g. Direct speech

• READ THE NEWSPAPER ARTICLE BELOW.
POINT OUT THE DIRECT SPEECH!!

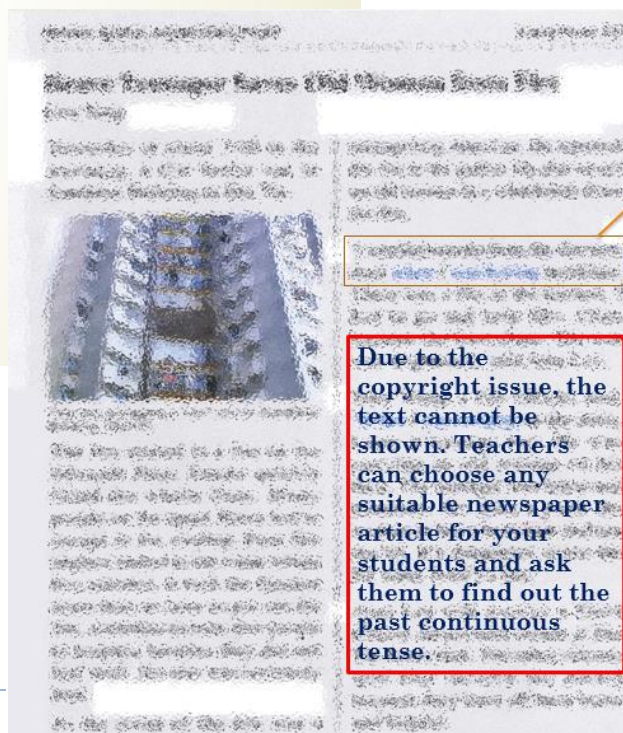
Parents fear child cyberbullying



e.g. Simple past vs past continuous tense



Read the newspaper article again.
Circle the verbs in simple past in your textbook.



'I smelled smoke from the flat next door when I was having breakfast.'

Except the simple past tense, what tense is used here?

- Past continuous tense

► Writing (Robbery)

I. Pre-writing

I.1. Genre analysis

The structure and special features of a newspaper article



Let's find out the structure and special features of a newspaper article.

Name of the newspaper

Section of the newspaper

Feature 1:
Photo and caption
- give readers a snapshot of what happened, where it happened or to whom it happened.

Feature 2:
Report in the third person (e.g. he, she)
- retell the event without being involved in the story

Feature 3:
Direct speech
- quote what people said to give readers a clearer picture of the event and provide a strong proof

Headline
- get readers' attention
- tell the story in as few words as possible

Name of the writer/ reporter

Lead paragraph
- summary of the news
- should answer most of the 6W's questions: Who, What, When, Where, Why, How

Body paragraphs
- tell readers more about the news
- direct quotes from witnesses
- the paragraphs are usually quite short

Conclusion
- sum up the story
- give opinions about the event

Due to the copyright issue, the text cannot be shown. Teachers can choose any suitable newspaper article to deconstruct it.

I.I. Genre analysis (cont'd)

Group Name: _____ Class: _____ Date: _____

The newspaper report has been cut into pieces and is mixed up.

Sequence the newspaper report in the following table:

Headline	
Lead Paragraph	
Body Paragraph 1	
Body Paragraph 2	

Cops on trail of hiker robbers

About 100 police officers searched for two robbers along Eagle's Nest Nature Trail in Cheung Sha Wan after two incidents in which hikers were robbed at knifepoint within half an hour.

The two wanted men are about 40 years old, 1.75 meters tall and speak Putonghua.

Police are investigating whether the two robbers are linked and had accomplices as they were each armed with 20-centimeter fruit knives. In the first case, at about 12.15pm on Tuesday, a woman surnamed Cho, 66, who was hiking alone on the trail, was held up when she was at Piper's Hill Road near Tai Po Road.

The robber, in a white mask and wearing dark clothing, threatened her with the knife and took her HK\$1,500 mobile phone, HK\$600 watch and about HK\$100 in cash. Cho's finger was cut as she resisted. She sought help from other hikers and was treated by paramedics.

Just 25 minutes later, a 45-year-old woman surnamed Wong and her children – a daughter, 19, and two sons, 15 and seven – were robbed on the same trail 200 meters away.

The second robber was wearing a gray cap, a white and green T-shirt and a pair of jeans.

He snatched about HK\$1,300 in cash, two iPhones and a HK\$2,000 gold necklace from Wong and her daughter.




"We are investigating whether [the two robbers] belong to the same gang," said Matthew Chan Kai-chak, chief inspector of Sham Shui Po district. "Their methods [in the two cases] were similar."

► 2. Drafting

2.1. Co-construction

Body paragraph: the details of the crime

When Jason was going home, something happened to him. Look at the pictures and write what happened. Please write it in pencil.

What happened?	
<p>1</p>  <p>a park / play / dog / happily</p>	<p>Where was Jason? When did he go to the park? What did he do there?</p> <hr/> <hr/> <hr/> <hr/>
<p>2</p>  <p>a thief / point at / knife / frightened</p>	<p>What did the thief do? How did Jason feel?</p> <hr/> <hr/> <hr/> <hr/>
<p>3</p>  <p>dog/bite/hurt/screamed /afraid</p>	<p>What did Jason's dog do? Was the thief hurt? What did the thief do next?</p> <hr/> <hr/> <hr/> <hr/>
<p>4</p> <p>?</p> <p>What happened to Jason and the dog?</p>	<hr/> <hr/> <hr/> <hr/>

2.1. Co-construction (cont'd)

Lead paragraph

Can you summarise the above event in 1 or 2 sentences? Remember you should answer most of the 6W's questions: Who, What, When, Where, Why and How.

_____ took place last evening at about _____ in
_____. A boy was attacked by a man.

Body paragraphs

Look at the event on p.1 again. Since you retell the event, you should think about the following points and then change the words.

- Check whether you have reported in the third person, i.e. **changing from I to He**.
- Think about who the witness(es) is/ are and whether you have used direct speech to quote what they said.

Conclusion

Please finish the following conclusion paragraph by completing what Inspector Chan said.

The dog will receive a bravery medal next month at ABC Community Centre. Inspector Chan said, '_____

_____,

Situation: The police caught the robber. You are a reporter from ABC Daily and interviewed Jason about the robbery. Finish the news report in about 60-80 words.

Template

Headline

Brave Dog Saves Boy

Name of the reporter

2.2. Students' own writing

Lead paragraph

(summarise the events – remember to answer most of the 6W questions: who, what, when, where, why, how)

Body paragraph 1

(report in the third person: He/She)

Body paragraph 2

Body paragraph 3

(what the witness(es) said: include 1 or 2 direct speech quote)

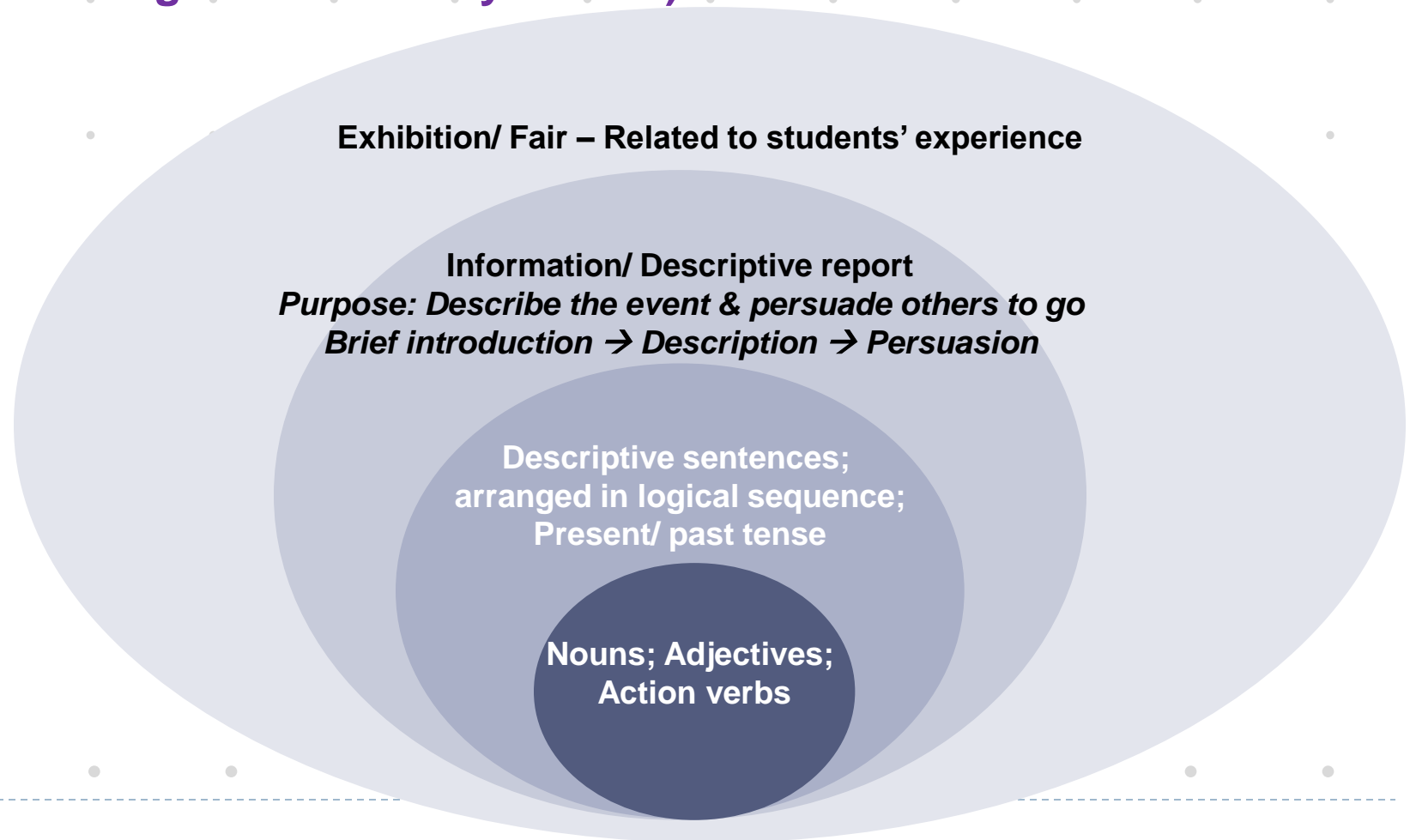
Body paragraph 4

Conclusion

(sum up the event, may include someone's opinion about it)

Using the “genre” to plan reading & writing tasks

Example 2: A magazine article to describe a book fair (for S.3 students) (*Materials co-developed by HKU team and teachers from Lingnan secondary school)



Lesson stages & activities

► Reading (Selected text: “Fabulous Food Fair”)

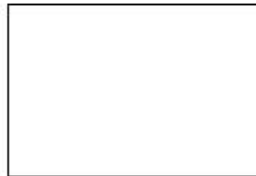
I. Pre-reading stages

- I.1. Vocabulary building (e.g. name of events; name of zones; adjectives)

Section I Pre-Reading

Before you read an article, complete the following tasks.

1. Look at the photos below. Can you guess what event it is?



(Teachers can find three pictures illustrating ‘Food Expo’)

2. How much do you know about this event? Match the following words with the photos.

wide variety of food

beer

seafood

Gourmet Zone

desserts

premium coffee

cooking demonstrations



(Teachers can find a picture illustrating ‘Gourmet Zone’)

e.g. Gourmet Zone



I.2.Activation of schema (e.g. video of a food fair; students' own experience)

3. Have you ever been to the Hong Kong Food Expo? Watch a video clip from the link to learn more about exhibition. Then complete the summary with the vocabulary you have learnt from the previous tasks.

Link of video on Hong Kong Food Fair 2016:

<https://www.youtube.com/watch?v=C28oBuom80U>

Choose ONE version of the following summary to complete:

- Version A is more challenging. Try this one if you are more confident.
- Version B is less challenging. Try this one if you need more help.

Tick (✓) the version you have chosen.

Version A – More challenging



Fill in the blanks of the summary.

Summary

The Hong Kong Food Expo was a mouth-watering opportunity not to be missed. There were 1000 exhibitors from 26 countries and regions offering a _____ variety of products. Not only could we taste ordinary food but special food like Spanish cocktails, high-tech frozen _____, min-melt ice-cream and cheese all over the world. We could taste a special salty ice-cream flavor that we could feel minced crab inside! Other than knowing more about creative new products, we could buy a lot of cheap _____, rice or _____. There were also different kinds of promotion of festival food such as Mickey Mouse snowy mooncakes.

2. While-reading stage

- Detailed reading/ guided reading: checking comprehension; demonstration of reading strategies; teaching of genre knowledge

Fabulous Food Fair

Food lovers, are you ready for the Hong Kong Food Expo 2017? From August 14th to 18th, the Hong Kong Convention and Exhibition Centre will transform into a foodie's paradise again!

Held annually by the Hong Kong Trade Development Council (HKTDC), the Hong Kong Food Expo has been one of the most popular exhibitions in Asia. Last year, over 410,000 food lovers visited the fair. More than 1,140 exhibitors from over 20 countries, including Australia, Mexico, Korea, Japan and Indonesia, showcased their new dishes. Great amount of food items such as snacks, green and organic food and seafood were offered to visitors at great discounts. Similar to previous years, last year's Hong Kong Food Expo was divided into three zones, and the Gourmet Zone was the most attractive one. Everyone could sample well-known luxury treats such as premium coffee and wine.

This year, world-famous star chefs have been invited to share their signature dishes. Visitors have not only the chance to meet the chefs and taste the delicacies at the fair, but also learn how to make the dishes from the cooking demonstrations. In addition, there will be activities related to food, such as forums and discussions as well as free-giveaways, cooking competitions, games and a lucky draw. The fair will also feature presentations and seminars on healthy living.

There are always exciting moments at the Food Expo. Treat yourself to international delicacies by joining the fair this summer. However, do not forget to bring a trolley with you and be prepared that it will be crowded as there is plenty to taste at the Food Expo!

► Detailed reading questions prepared

This paragraph talks about the Hong Kong Food Expo from last year.

Sentence 1	Held annually ² by the Hong Kong Trade Development Council (HKTDC) ³ , the Hong Kong Food Expo ¹ has been one of the most popular exhibitions ⁴ in Asia.
Sentence Prep	This sentence talks about how popular the Hong Kong Food Expo is and how it is held.
Cues	<ol style="list-style-type: none"> 1. What event is this sentence talking about? <i>Challenging question:</i> - What other exhibitions do you know? 2. How often is the Food Expo held? / How do you know it is held every year? (OK, please highlight the word “annually”) 3. Which organization holds this Hong Kong Food Expo? 4. There is another word which also means “expo” in this sentence. Which word is it? (OK, please highlight the words “expo” and “exhibition”)
Elaboration	<p>2. Annually (it means yearly, it’s an adverb, its adjective is annual); p.s. this sentence can be separated into two sentences: This 1st part of the sentence is in passive voice: The Food Expo is held annually by the Hong Kong Trade Development Council (HKTDC) The 2nd part of the sentence: The Hong Kong Food Expo has been one of the most popular exhibitions in Asia. Using a past participle “held” at the beginning of the sentence connects the above two sentences.</p>
Sentence 2	Last year, over 410,000 ¹ food lovers ² visited the fair ³ .
Sentence Prep	This sentence shows some data on how popular the exhibition was.
Cues	<ol style="list-style-type: none"> 1. According to this sentence, how many people joined the expo last year? Then how do you read the number in this sentence? 2. Food lovers are people who love food. Then do you know other kinds of lovers? (Ss may say “book lovers” etc.) 3. Based on this sentence, can you tell me another word that has similar meaning as “expo” and “exhibition”? (OK, please highlight the word “fair”)
Elaboration	2. Fair not only means being equal, but also refers to a large public event where goods are bought and sold, usually from tables that have been specially arranged for the event.

3. Post-reading stages

- Comprehension questions: both content and language features

1. Decide whether the following statements are **Facts (F)** or **Opinions (O)**.

Blacken ONE circle only for each statement.

Statements		F	O
(i)	The Hong Kong Food Expo is held at the Hong Kong Convention and Exhibition Centre.	<input type="radio"/>	<input type="radio"/>
(ii)	The best chefs in Asia showcase their new dishes.	<input type="radio"/>	<input type="radio"/>
(iii)	There will be cooking competitions and a lucky draw.	<input type="radio"/>	<input type="radio"/>
(iv)	The fair will be held this summer.	<input type="radio"/>	<input type="radio"/>
(v)	You need to bring a trolley with you.	<input type="radio"/>	<input type="radio"/>

2. Name **THREE** kinds of food that will be exhibited at the Food Expo.

3. Find words in the passage that have an opposite meaning as the following words.

A. ordinary food _____

B. ugly _____

C. harmful _____

D. not enough _____

- More conventional questions targeting at different reading strategies

6. How would you describe a good Food Expo? Please write three things that a successful Food Expo should possess.

7. If you only had enough time for one event, would you choose The Hong Kong Food Expo or The Hong Kong Book Fair? Give two reasons to support your answers.

8. If you would like to persuade your friend to accompany you to the event that you have chosen in Q.7, what would you say to him/her?

- Open-ended & higher-order thinking questions
- Introducing the topic for the writing task (i.e. Book fair)
- Prompting students to think about some content for the writing task (e.g. criteria of a good exhibition; how to persuade others to go)

► Writing (about a book fair)

I. Pre-writing/ Preparation

I.1. Genre analysis: using the reading passage as input and model

c. Structure

An article follows a standard structure.

It includes a title, introduction, a main body, and a concluding paragraph.

Title

An effective title should be able to :

- Grab the readers' attention and persuade them to read the article.
- Highlight the main idea of the article.

Introduction

The first paragraph outlines the subject or theme of the article, it may also:

- Arouse readers' interest
- Provide background information.

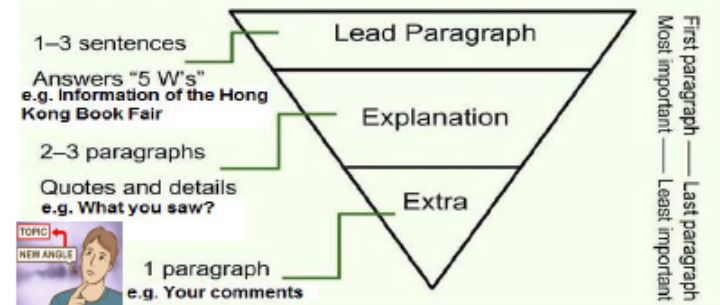
Main Body

- Provide more details to the subject (e.g. Major facts / Personal viewpoints / Opinions from authorities and experts / Quotes and interviews)

Conclusion

- leave a lasting impression
- remind the readers of the article's main idea
- suggest an appropriate action

Structure of an Article



I.I. Genre analysis (cont'd)

Text structure	Example
Title	
<ul style="list-style-type: none"> To introduce the topic 	Fabulous Food Fair
Introduction	
<ul style="list-style-type: none"> To give factual information To arouse readers' interest 	Food lovers, are you ready for the Hong Kong Food Expo 2017? From August 14th to 18th, the Hong Kong Convention and Exhibition Centre will transform into a foodie's paradise again!
Main Body	
<ul style="list-style-type: none"> To describe the topic and describe attractive details 	Held annually by the Hong Kong Trade Development Council (HKTDC), the Hong Kong Food Expo has been one of the most popular exhibitions in Asia. Last year, over 410,000 food lovers visited the fair. More than 1,140 exhibitors from over 20 countries, including Australia, Mexico, Korea, Japan and Indonesia, showcased their new dishes. Great amount of food items such as snacks, green and organic food and seafood were offered to visitors at great discounts. Similar to previous years, last year's Hong Kong Food Expo was divided into three zones, and the Gourmet Zone was the most attractive one. Everyone could sample well-known luxury treats such as premium coffee and wine.

Fabulous Food Fair	
Food lovers, are you ready for the <u>Hong Kong Food Expo 2017</u> ? From <u>August 14th to 18th</u> , the <u>Hong Kong Convention and Exhibition Centre</u> will transform into a foodie's paradise again!	What? When? Where? What?
Held <u>annually</u> by the <u>Hong Kong Trade Development Council (HKTDC)</u> , the Hong Kong Food Expo has been one of the most popular exhibitions in Asia. Last year, <u>over 410,000 food lovers visited the fair</u> . More than 1,140 exhibitors from over 20 countries, including <u>Australia, Mexico, Korea, Japan and Indonesia</u> , showcased their new dishes. Great amount of food items such as <u>snacks, green and organic food and seafood</u> were offered to visitors at great discounts. Similar to previous years, last year's Hong Kong Food Expo was <u>divided into three zones</u> , and the Gourmet Zone was the <u>most attractive one</u> . <u>Everyone could sample well-known luxury treats such as premium coffee and wine</u> . This year, <u>world-famous star chefs</u> have been invited to share their <u>signature dishes</u> . Visitors have not only <u>the chance to meet the chefs and taste the delicacies</u> at the fair, but also <u>learn how to make the dishes</u> from the cooking demonstrations. <u>In addition, there will be activities related to food, such as forums and discussions as well as free-giveaways, cooking competitions, games and a lucky draw</u> . The fair will <u>feature presentations and seminars on healthy living</u> . <u>There is always exciting moments at the Food Expo</u> . Treat yourself to international	When? What? What? How? What? What? What? How? What?

I.2. Ideas brainstorming (e.g. video showing a book fair)

Task 3 More support for you!

Watch the following video clip from the link and find out more about the Hong Kong Book Fair!

Link: <https://www.youtube.com/watch?v=uaBIGfJhwOg>



Write as much as you can!

The notes you make will definitely help you write your article.

► Students' own experience of the book fair in their school

My Book Fair Experience Date: 6 Oct 2016 / 7 Oct 2016

Before going to the Book Fair.....

Do you have any expectation? 😊 Please put a tick next to the statements that suitably describe your expectation.

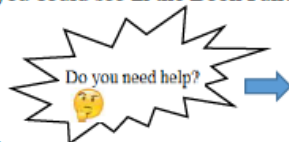
<input type="checkbox"/>	I can buy books at a discounted price.
<input type="checkbox"/>	I can find books which are not in our school library.
<input type="checkbox"/>	I can escape from normal English lessons.
<input type="checkbox"/>	I can pick a book that I like reading.
<input type="checkbox"/>	I can have a chance to go to a book fair with my classmates.
<input type="checkbox"/>	(Write one expectation of your own.)

[Version A] ○

In the Book Fair.....

1. **Write 3 categories of books that you could see in the Book Fair.**

1. _____
2. _____
3. _____



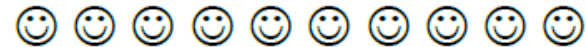
You can try version B on the next page

2. Choose two books for each type and write their names.

1. i) _____
ii) _____
2. i) _____
ii) _____
3. i) _____
ii) _____

After going to the Book Fair.....

1. **How much do you like the Book Fair?** Color the smiley faces below to rate (from 1 to 10 smiley faces):



2. What makes you like/dislike the Book Fair? Give three positive and three negative adjectives to describe the Book Fair. One example is given to you in each category.

😊	e.g. fun
positive adjectives	1. _____ 2. _____ 3. _____
😞	e.g. crowded
negative adjectives	1. _____ 2. _____ 3. _____

3. Do you think the Book Fair can help you with your English learning? Circle "Yes/No", then write down your reasons.

Yes / No Why: _____

4. What would you suggest to make the Book Fair better?

I.3. Further language support (e.g. useful vocabulary & expressions)

Task 1 Useful vocabulary and expressions

- There are different categories of books such as fiction, _____,

_____, _____, _____ and _____.

- I enjoyed the free time there and I could share my opinions on different types of books with my classmates.

- I bought a lot of books at a good price.

- What I like/dislike in the book fair is

Suggested vocabulary and expressions

booths (n.)	discounts (n.)	autograph (n.)	recommend (n.)
queue up (v.)	exhibit (v.)	reasonably priced (adv., v.) (*passive voice)	available (adj.)
annually (adv.)	thousands of people (n.)	hundreds of publishers (n.)	limited edition of (n.)

2. Drafting

- Template for organising ideas

Task 2 Brainstorming

You are the chairperson of the Reading Club of your school. You are going to write an article in about 180 words for the school magazine on a visit to Hong Kong Book Fair held in the Hong Kong Exhibition and Convention Centre.

<p>_____ Title _____</p> <p>● Purpose of writing the article</p> <p>➤ _____</p> <p>➤ _____</p> <p>➤ _____</p> <p>➤ _____</p>	
<p>● Information about Hong Kong Book Fair (Where? When? What? Who? How? Which?)</p> <p>➤ _____</p> <p>➤ _____</p> <p>➤ _____</p> <p>➤ _____</p> <p>➤ _____</p>	<p>● What I saw at the book fair (Where? When? What? Who? How? Which?)</p> <p>➤ _____</p> <p>➤ _____</p> <p>➤ _____</p> <p>➤ _____</p> <p>➤ _____</p>
<p>● My feelings</p> <p>➤ _____</p> <p>➤ _____</p> <p>➤ _____</p> <p>➤ _____</p> <p>➤ _____</p>	

3. Editing / revising

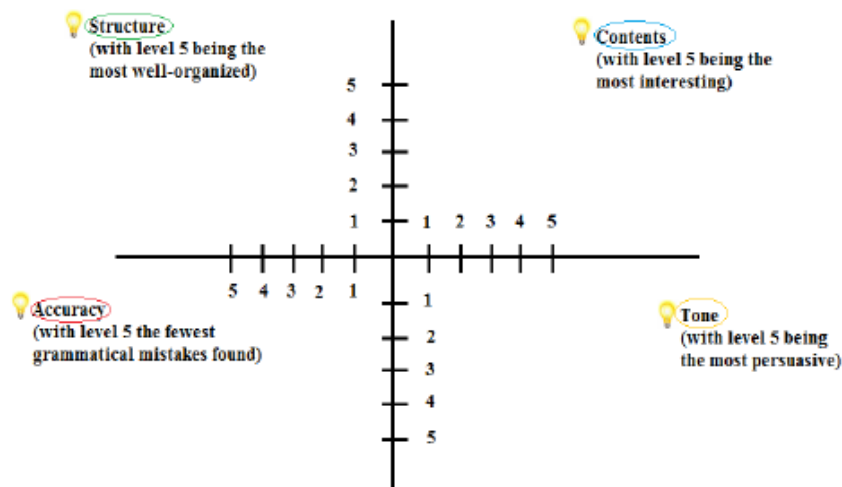
- Self/ peer evaluation

Task 1 Self-evaluation on your writing

a. Put a tick next to the statement(s) that can truly reflect your situation.

<input type="checkbox"/>	I can write an effective title.
<input type="checkbox"/>	I got enough contents and my article is very informative.
<input type="checkbox"/>	I used passive voice correctly in suitable contexts.
<input type="checkbox"/>	I made a good choice in the use of tenses.
<input type="checkbox"/>	I included effective connectives in my article.
<input type="checkbox"/>	I am confident that my article is interesting.
<input type="checkbox"/>	I wrote an interesting conclusion

b. Grade your work in different aspects.



Task 2 Peer-evaluation on your writing: *Two Stars and One Wish*

Ask a friend to read your article and give you some feedback with the “Two Stars and One Wish” evaluation form. Your friend can use the statements that suitably describe what he/she thinks about your work.

Stars = areas where your peers have excelled

Wish = an area where there can be some level of improvement

Your immediate reactions?

*Wow, so MANY activities!
How can I finish them
within one cycle?*

Some of my students
may not be able to
catch up with the
tasks!

How can I monitor the
progress of each
student in my class?



2. Self-directed learning & Assessment as Learning

What is Self-Directed Learning?

Self-directed learning is any increase in knowledge, skill, accomplishment, or personal development that an individual brings about by his or her own efforts using any method in any circumstances at any time. (Gibbons, 2002)

Self-direction in learning refers to ‘learner taking primary responsibility for planning, implementing and evaluation learning ...’ (Brockett & Hiemstra, 1991, p. 24-25)

The essential elements of SDL (Hew, 2015)



KEY SDL Components & Processes (Gibbons, 2002)

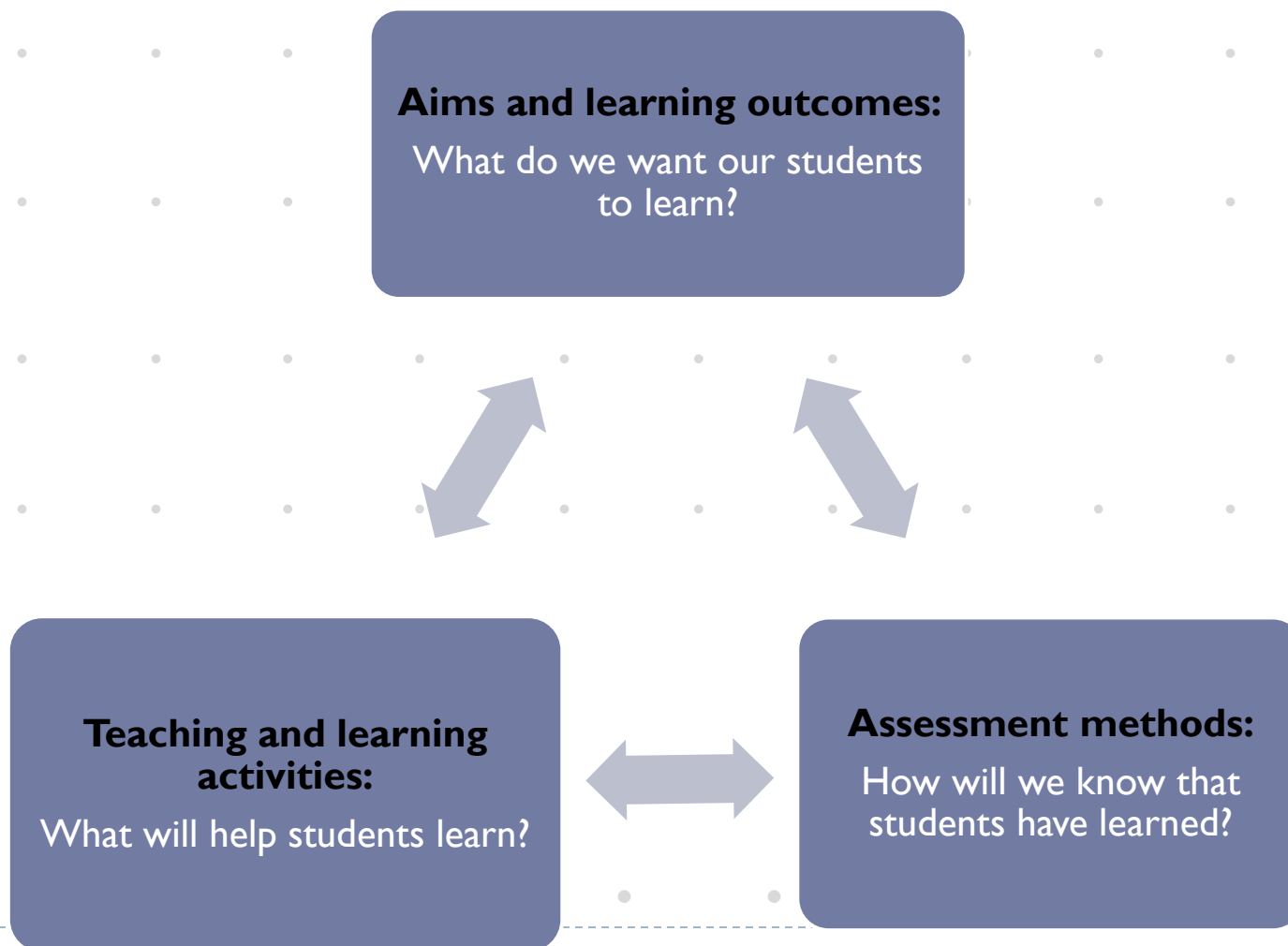
SDL Component	SDL Process	Description
Ownership of learning	Goal setting	Students identify own learning goals & learning activities such as planning, creating outline of schedule
Management & Monitoring of learning	Self-planning	Students plan for the detailed decisions and arrangement associated with own learning
	Self-monitoring	Students self-manage their own time. Students adjust own learning pathway as they progress.
	Self-evaluating	Students are aware of the assessment criteria. Students evaluate own work according to set criteria.
	Getting feedback from others	Students revise their work based on the feedback received from their teacher or peers
Extension of learning	Self-reflecting	Students reflect on their own learning and apply what they have learnt to new contexts.
	Sharing	Students share their learning with teachers and peers



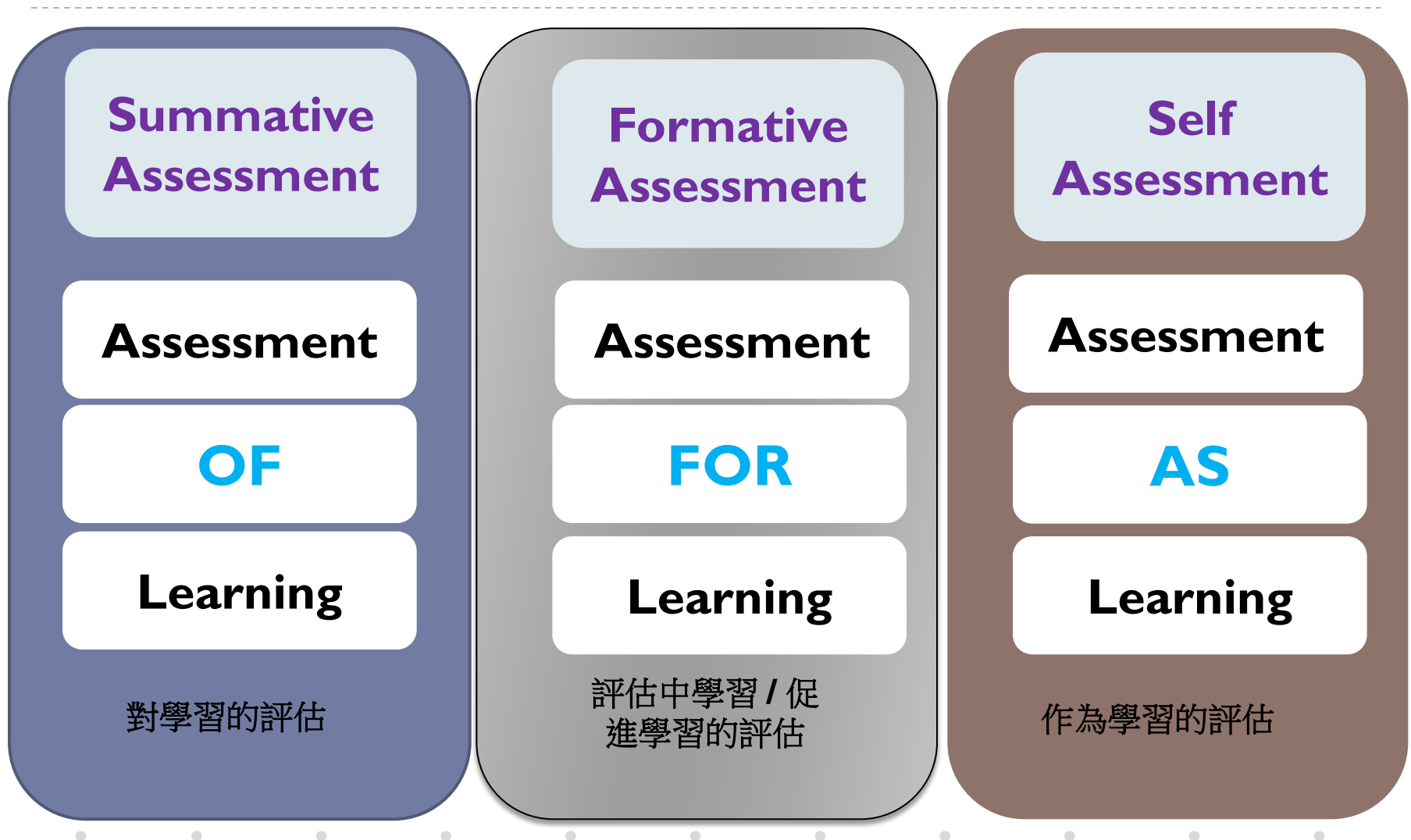
What is Assessment as Learning?

Connecting Assessment with Learning

The teaching-learning-assessment triangle for effective learning



Different types of assessment



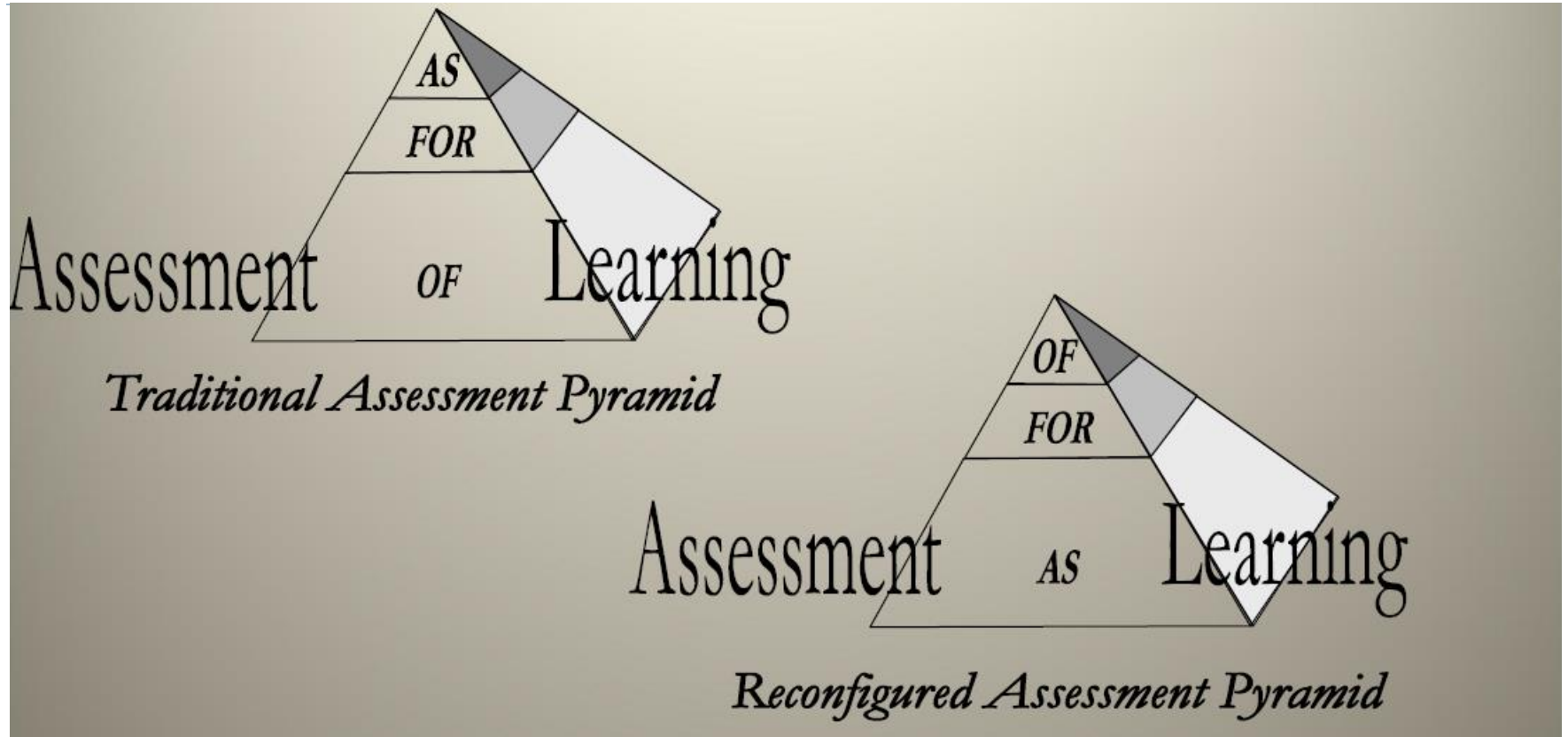
A brief summary

Assessment OF learning	Assessment FOR learning	Assessment AS learning
<ul style="list-style-type: none">• By teacher• to determine student's level of achievement of overall expectations at a given point in time• As evidence to support professional judgment	<ul style="list-style-type: none">• By teacher• to determine what to do next instructionally (strategies, differentiation)• To provide descriptive feedback to students (what they are doing well, what needs improvement and how to improve)	<ul style="list-style-type: none">• By students• to determine what to do next in student learning (e.g. strategies, focus)• To provide descriptive feedback to peers and self• Goal is to become reflective, self-monitoring learner

What is Assessment AS Learning?

- ▶ **Assessment AS learning** is the assessment practice that uses a task or an activity that allows students the opportunity to use information or evidence gathered to improve their own learning.
- ▶ It occurs when students reflect on and monitor their progress to inform their future learning goals.
- ▶ It encourages students to take responsibility for their own past and future learning.
- ▶ It develops students' metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.

Moving towards AaL



To help learners to take charge of their learning (i.e. learning how to learn)

What are student's role in AaL?

- ▶ Students have to:

- ▶ develop their own **learning goals**
- ▶ decide which **strategies** to use to achieve their goals
- ▶ **monitor** their learning goals over time (using reflective and metacognitive thinking, and self-assessment tools)
- ▶ **evaluate** their achievements.



These are also closely related to **SDL**!

Benefits of SDL and AaL

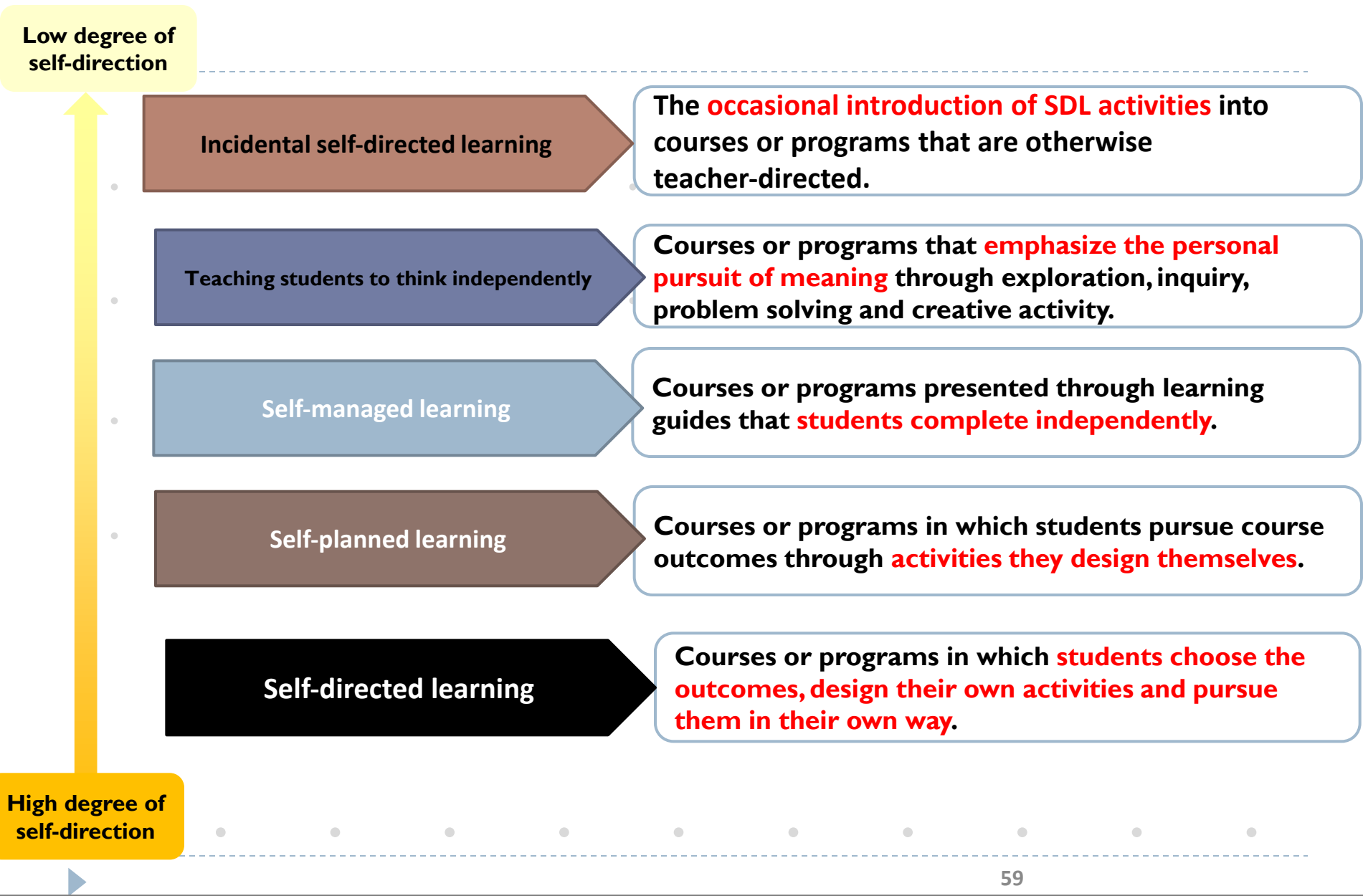
- ▶ Students become **active assessors** of their own language learning process
- ▶ They become self-directed learners through **reflecting on evidence** collected from 'assessment'
- ▶ They **work on their own** (and teachers') expectations.
- ▶ They **decide what to do next** (so as to reach these goals and expectations).

Concerns of teachers

- ▶ Readiness of students
- ▶ Limited teaching time / packed syllabus



Spectrum of Self-Directed Learning: Various Phases (Gibbons, 2002)



Assessment AS Learning Strategies

1. Setting and tracking own learning goals
2. Doing metacognitive self-questioning
3. Self-assessing/ Peer-assessing
4. Using checklist or rubrics
5. Doing written / oral reflections

1. Setting and tracking own learning goals

Goal Setting Worksheet

My goal is:	Completion date:
What is the first step?	Target completion date:
What is the second major step?	Target completion date:
What is the third major step?	Target completion date:
Next step?	Target completion date:
Final step?	Target completion date:

© 2006 Education Oasis™ <http://www.educationoasis.com> May be reproduced for classroom use only.

Setting your learning goals

One way to take responsibility of your own learning is to set your learning goals. Look at the following list of goals suggested by your teachers. In the column “My priority”, write down “1” next to those that you want to achieve first, and “2” next to those that you want to achieve at a later stage.

My learning goals for this module:

Type	Goal	My priority
Language tasks:	Read some information facts about pets.	
	Read a story about a cat.	
	Write a story about a pet.	
Language skills:	Use of past tense in story writing	
	Use of adjectives in story writing	
	Integrate the information from the factsheet to the design of the story plot	
Knowledge:	Understand the structure of a story.	
	Learn different features of a pet.	

Self-evaluation

At the beginning of this module, you have set your goals with priority
Now, tick which goal you have achieved in the right column of the table below.

Type	Goal	Tick the goals you have achieved
Language tasks:	Read some information facts about pets.	
	Read a story about a cat.	
	Write a story about a pet.	
Language skills:	Use of past tense in story writing	
	Use of adjectives in story writing	
	Integrate the information from the factsheet to the design of the story plot	
Knowledge:	Understand the structure of a story.	
	Learn different features of a pet.	

Setting general and specific learning goals for yourself

Learning goals can be categorized into two broad types: general goals and specific goals.

Task 1: General vs specific goals

Look at the following four goal statements:

Statement 1. To pass HKDSE English exam.

Statement 2. To learn 10 new words every week.

Statement 3: To improve my listening skills, I'll watch TV dramas with captions every week for 2 hours in the next three months.

Statement 4: To work on my writing skills.

Think about which statement is a general goal statement, and which one is a specific goal statement. What makes you think so?

Task 2: Setting (or reviewing) your own goals

Do you have any general and specific English learning goals? If you already have some, write them down here. If you don't have some yet, take 2-3 minutes to think about at least one general learning goal, and one specific learning goal.

General English learning goal	Specific English learning goal

Then think about how you are going to achieve your goals.

Examples

Writing a scene for the ending of the play

Set your own learning goals:

- ☐ I can include the features of a play script in my writing.
- ☐ I can write _____ words.
- ☐ I can include characters, settings, problems, actions, conclusion and emotions in my writing.
- ☐ I can use 'how' to ask about weight, height and length in the play script.

Building vocabulary

Set your own learning goals:

- ☐ I will learn and use _____ words about wild animals.
- ☐ I will learn and use _____ words about scenery.

2 Doing metacognitive self-questioning

[Metacognition is about being aware of what needs to be done and what options and choices are available to do it.]

e.g. *Reading a play script*

- ▶ What should I preview before I read? (e.g. title, characters, setting and the number of scenes)
- ▶ What are the key questions I need to ask and answer while I am reading?

Key questions:

1. Who are the main characters?
2. What are the settings?
3. What problems do the characters have?
4. What actions do the characters take?
5. What is the conclusion (what happens in the end)? What are their emotions (feelings)?

Writing a play script

- ▶ What are the text features of a play script?
- ▶ What should I include in the play script?

1. Who are the main characters?
2. What are the settings?
3. What problems do the characters have?
4. What actions do the characters take?
5. What is the conclusion (what happens in the end)?
 - What are their emotions (feelings)?

- ▶ How many words will I write?

3. Self assessment

☆ ☆ ☆ ☆ ☆ ☆ ☆

In Part 1, you have learnt some words related to pets and some words to describe different parts of an animal. How well do you know these words? Try to do Task 1 and Task 2 to help you review.

Task 1 Words to describe different parts of an animal













You have learnt 10 words to describe different parts of an animal. They are:

a beak	claws	fangs	feathers	fins
fur	paws	scales	whiskers	a tail

How to rate "How well do I know this word"

1. Think about how well you know about the word
2. If you know it very well, circle 3 paws.
3. If you know it but still want some help, circle 2 paws.
4. If you are not sure about this word and need help, circle 1 paw.

☆ ☆ ☆ ☆ ☆ ☆ ☆

<i>parts of animals</i>	<i>Chinese meaning</i>	<i>how well do I know this word?*</i>
1. E.g. a beak		  
2.		  
3.		  
4.		  

Energy bar



Peer assessment

Peer assessment can be:

- ▶ **observation (e.g. of an oral presentation)**
- ▶ **conferences or interviews (e.g. with a ‘draft buddy’)**
- ▶ **reading written reflections**
- ▶ **having email/e-forum discussion**

It can be on:

- ▶ **others’ efforts**
- ▶ **others’ performance**
- ▶ **whole group’s processes (for group work)**

e.g. Two stars & one wish

Your teacher might invite you to share and deliver your speech with your classmates. When you listen to the speeches delivered by your classmate, use the checklist below to give them some feedback and comments.

Use the "1 wish 2 stars" evaluation form below to give feedback to your peers.

Stars = areas where your peers have excelled

*Wish = **an** area where there can be some level of improvement*



A STAR AND A WISH



One thing that I really like about your report:



One thing that you can do better:

• • • • •

• • • • •

• • • • •

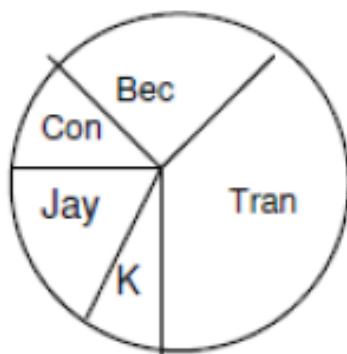
e.g. Peer assessment of group working together:

- **Did we settle quickly today?**
- **Did we keep our voices down today?**
- **Did we keep together today?**
- **Did we actively listen to each other?**
- **Did we concentrate on our tasks?**
- **Did we each have a chance to speak to the whole group today?**

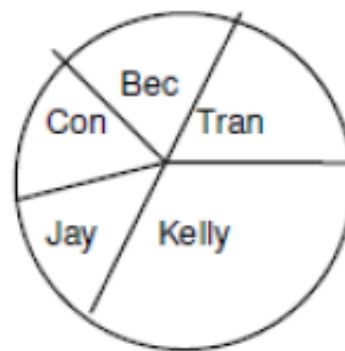
e.g. The Teamwork Pie Graph

- the effort each individual team member makes as part of the team and their ability to reflect on the learning which occurred
- empathy - the ability to understand the feelings of others in the group and if group members feel comfortable express their feelings to one another
- the ability to cooperate with others to achieve group goals (refer to the Standards, for the Interpersonal Domain)

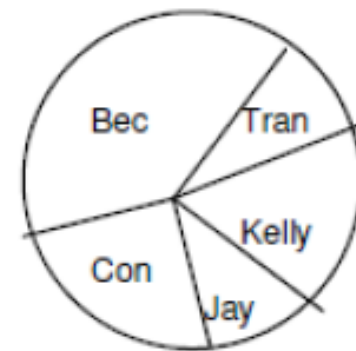
Effort



Empathy



Co-operation



4. Checklist or Rubrics

- ▶ Rubrics list the success criteria & provide descriptions of levels of performance
 - students use them to evaluate and reflect on their (& others') progress during an assessment task
 - Can also evaluate what they need to do if they wish to improve their performance
- ▶ Teachers make sure that students understand the rubrics before the assessment activity
- ▶ Or teachers can invite students to **assist in the rubric design process**

Peer Evaluation Form



Name: _____ Class: _____ Date: _____

	Very Good	Good	Can do better
Content & Layout			
Headline			
Lead Paragraph <i>Answer most of the 6W's questions: Who, What, When, Where, Why, How</i>			
Body Paragraphs <i>Provides details in the order that the events occur</i>			
Conclusion <i>Sum up the event, may include an opinion</i>			
Direct Speech <i>Quotations from witnesses</i>			
Photos and Captions			
Grammar			
Report in the third person <i>(e.g. he, she)</i>			
Past continuous, past tense <i>(use "when" to join two sentences)</i>			
Quotation marks <i>(punctuation is placed correctly)</i>			
Spelling and capitalisation			

A STAR AND A WISH



One thing that I really like about your report:



One thing that you can do better:

Peer evaluation form

Group name: _____ Class: _____ Date: _____

Circle the appropriate icons below.

Creativity: a. very creative b. quite creative c. can be more creative	Description of the invention (content) a. very clear and answer all the guiding questions b. quite clear and answer most of the guiding questions c. less clear and answer a few guiding questions
--	--

Name of the group	Creativity	Description of the invention (content)
1.		
2.		
3.		
4.		
5.		
6.		

Writer's Checklist

Name: _____



= I did it!



= I did ok.



= I need to do better on this.

	Me	My Partner Name: _____
Use capital letters e.g. <u>My name is Sam</u>		
Use finger spaces <u>The car is blue.</u>		
Every sentence ends with a full stop. e.g. The dog is black.		
Use correct spellings e.g. d-o-g		
Use simple present tense e.g. I <u>have</u> swimming lessons.		
Give a title e.g. <u>My activity</u> <u>Simon's activity</u>		

Engaging students in the designing process

[Version A]

There are 7 categories selected to be essential for peer evaluation of performance in completing the writing task. Discuss with your group members, and put the appropriate cards of evaluation criteria under the corresponding category.

(Evaluation criteria adapted from HKDSE English writing marking scheme)

Time limit: 8 minutes

Cards of evaluation criteria					
The recount is pretty well organised. One idea or scene may seem out of place. Clear transitions are used.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	It is fairly easy for the reader to understand the problem the main character(s) face but it is not clear why it is a problem.	The recount contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	A variety of verbs (passive voice) are used and describe the action accurately but not in a very exciting way.	The recount is a little hard to follow. The transitions are sometimes not clear.
Student devotes sufficient time and effort to the writing process. Works and gets the job done.	A catchy beginning was attempted but was confusing rather than catchy.	Several action verbs are used to describe what was happening, but the word choice doesn't make the recount as exciting as it could be.	Original illustrations relate to the text on the page.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	The recount contains a few creative details and/or descriptions, but they distract from the recount. The author has tried to use his imagination.



There are 7 categories selected to be essential for peer evaluation of performance in completing the writing task. Discuss with your group members, and fill in each blank to complete the evaluation criteria under the corresponding category. Visit this web page, **RubiStar** at http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=28§ion_id=5&PHPSESSID=f7110723b91dd0e3209e848a8e3e92d4, and add some ideas into your rubrics.

(Evaluation criteria adapted from HKDSE English writing marking scheme)

Genre: Travel recount					
Peer-evaluation assessment rubrics					
Domain	Category	4	3	2	1
Content	Introduction/ Background	First paragraph has a grabber or catchy beginning.	First paragraph has a weak grabber.	A catchy beginning was attempted but was confusing rather than catchy.	No attempt was made to catch the reader's attention in the first paragraph.
	Problem/Conflict	It is very easy for the reader to understand the problem the main character(s) face and why it is a problem.	It is fairly easy for the reader to understand the problem the main character(s) face and why it is a problem.	It is fairly easy for the reader to understand the problem the main character(s) face but it is not clear why it is a problem.	It is not clear what problem the main character(s) face.
	(Students' own ideas)	(Students' own ideas)	(Students' own ideas)	(Students' own ideas)	(Students' own ideas)

[Version C]



Discuss with your group members, and create a set of assessment rubrics for peer evaluation of performance in completing the writing task. Visit this web page, RubiStar at http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=28§ion_id=5&PHPSESSID=f7110723b91dd0e3209e848a8e3e92d4, to create your assessment rubrics.

Reminders: Copy the content in a Microsoft Word document to edit it further, as content cannot be reviewed when file locations are changed.

Finalise your assessment rubrics below. You may add or delete rows to suit your design.

Genre: Travel recount					
Assessment Rubrics					
Domain	Category	4	3	2	1
Content					
Language					

5. Reflections

Written reflections: Some prompts

“My strength today was ...

“I feel frustrated when ...

“I need to find out more about ...

“I need help with ...”

“What I can do to improve is ...”

“My highest priority learning goal now is ...”

**** 3 or 4 are enough for any one reflection session***

Source: http://www.assessmentforlearning.edu.au/professional_learning/student_self-assessment/student_strategies_enhance.html

How to design reflective prompts?

Prompts can be designed to encourage students to reflect on:

- ▶ **the knowledge they already have**

- ▶ Where have I heard about this before?
- ▶ What do I already know about this topic?

- ▶ **the learning process**

- ▶ What strategies best help me to remember what I've read?
- ▶ What strategies do I use when I get into difficulties?

- ▶ **previous schoolwork**

- ▶ How is this like something I've done before?
- ▶ What can I recall about a previous process that might help me with this one?

- ▶ **the progress they have made**

- ▶ What do I understand?
- ▶ What do I still need to understand?

- ▶ **the learning that they still need to do** in order to improve performance

- ▶ How can I improve? What steps will I take?

Source: http://www.assessmentforlearning.edu.au/professional_learning/student_self-assessment/student_strategies_enhance.html

Pre-reading activity 3: Prediction skills (*easier)

GUESS WHAT?

Before we begin to read, we usually guess what a text is about. In order to guess it right, we look for some clues from the text.



Now turn to P. _____. Let's guess what this article is about by using the clues as follows.

Clue 1: _____

Eat well with the food pyramid

I guess the article is about.....



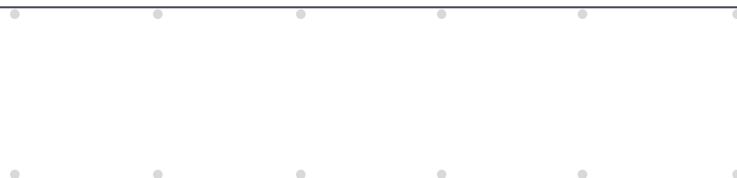
Post-reading task

After reading the article, can you guess it right?



Next time, when I guess what the text is about, I will look for these clues:

- 1.
- 2.



2a. You are going to read a passage called “Inspiring young people: Anne Frank”. Before you start, complete the left column in following graphic organizer.

Estimated time needed to complete the task	Actual time needed to complete the task



2b. When you finished, record how much time you actually used on page 5.

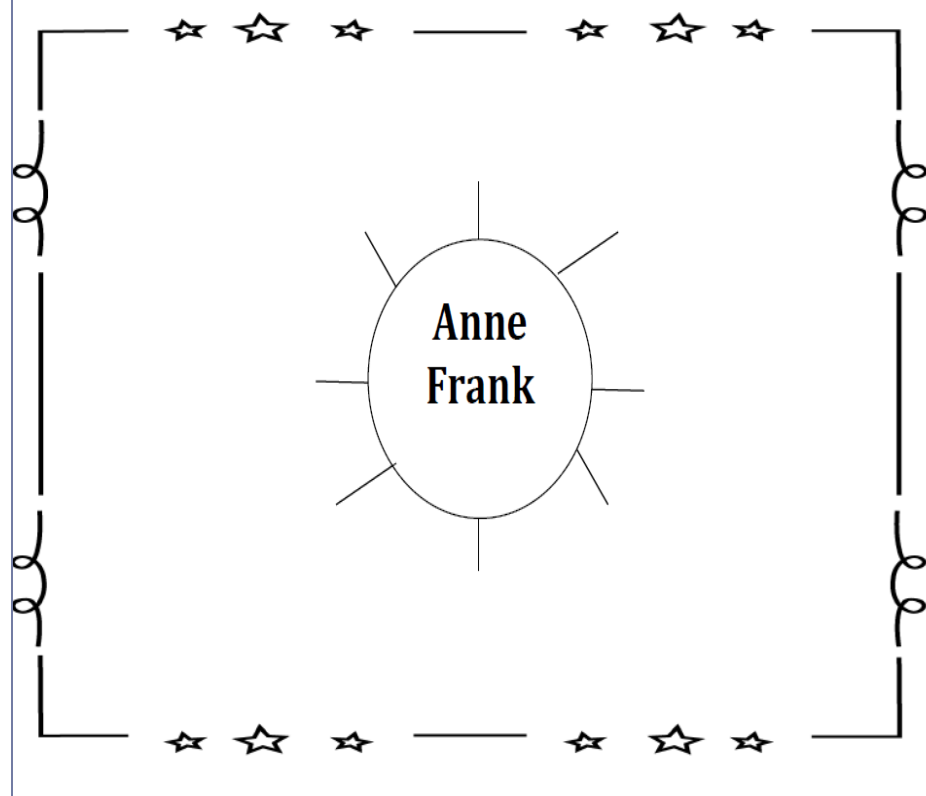
2c. Look at the graphic organizer on page 5 again. Compare your estimation and actual time spent.

Then answer the one of the following questions according to your situation.

Answer this question if you spent less time than you thought: How would you re-set your goal? What have you done well so that you could read the passage quickly?	Answer this question if you spent more time than you thought: How would you improve your reading? What will do you next time to help you read better?

Task 6 Reflection

Pause 60 seconds, think about what you have learnt about Anne Frank from the passage and the activities. Use the concept map below to illustrate your ideas.

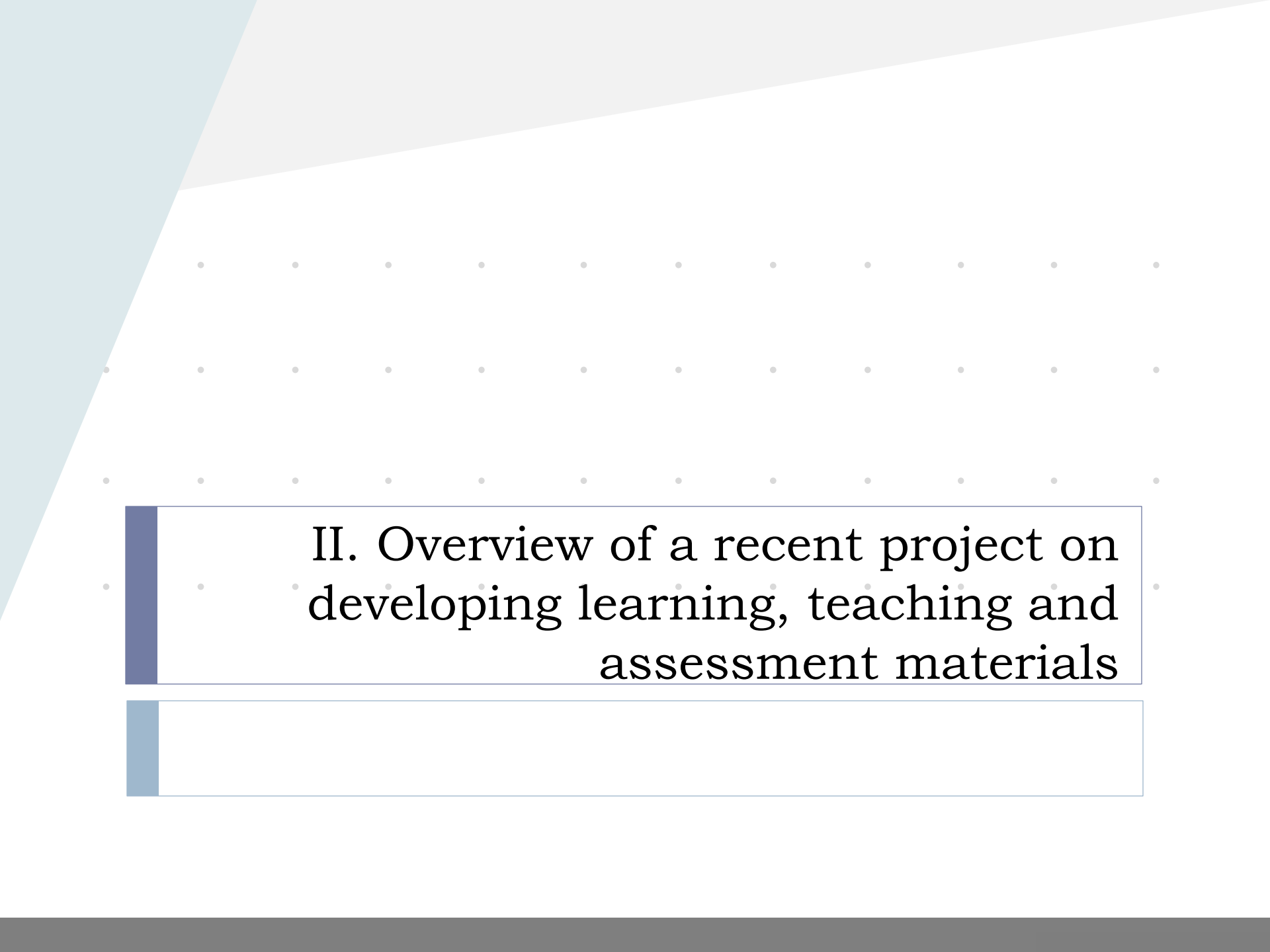


Self-reflection

After completing the above graphic organizers, stop for a minute, and reflect on this kind of learning activities. Then, answer at least two of the following questions, and write a short reflection (20-50 words) on your feelings and opinions towards this kind of learning method.

1. Did I enjoy doing this kind of learning activities?
2. What have I learnt in these tasks?
3. Will I continue to use these strategies in the future? Why or why not?
4. Is it easy or difficult to use these strategies in my own study time? Why or why not?

My learning reflection



II. Overview of a recent project on developing learning, teaching and assessment materials

The overall objectives of the project

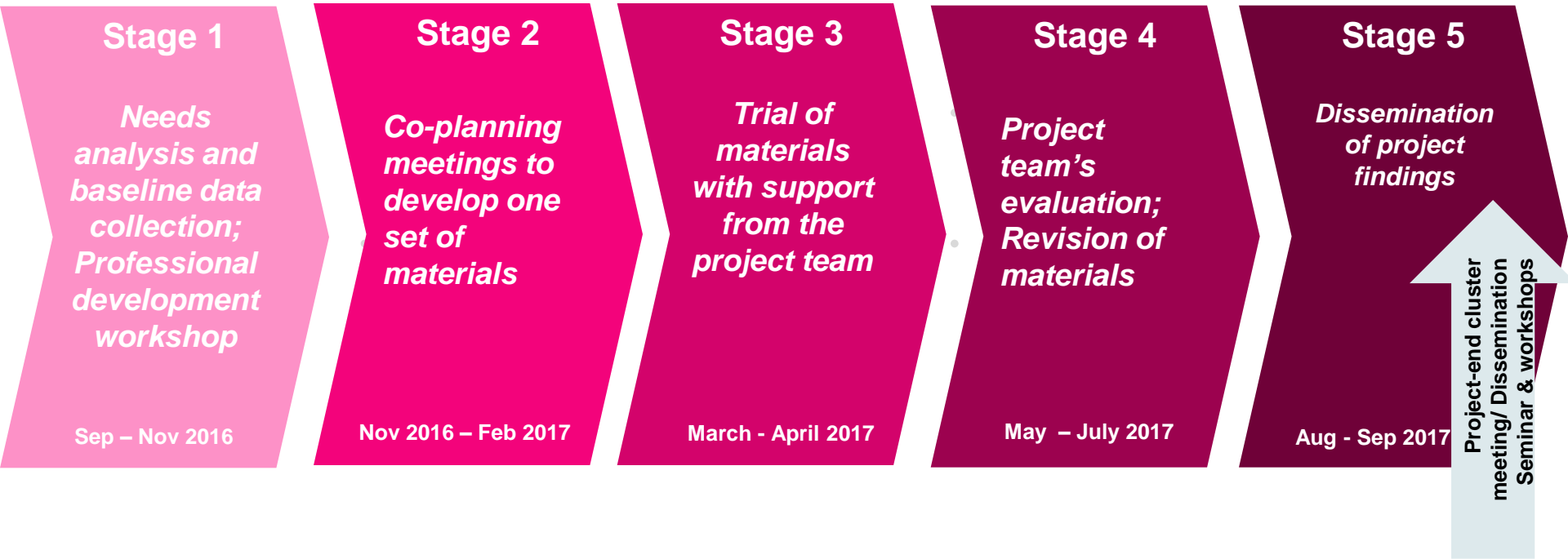
- ▶ To identify possible problems leading to **general weaknesses in English reading and writing of primary students** and to draw pedagogical implications accordingly;
• • • • • • • • • •
- ▶ To collaborate with primary schools for **designing and developing appropriate learning, teaching and assessment materials** for students, which can cater for learning diversity of students at Key Stages 1 and 2
• • • • • • • • • •
- ▶ To build the capacity of teachers and students to engage in **“assessment for learning” and “assessment as learning”** through the use of assessment tasks in which feedback, self-explanatory notes and annotations are provided; and
• • • • • • • • • •
- ▶ To enhance **professional development of teachers** on effective use of assessment information to adjust the content and teaching strategies, design appropriate learning activities and materials, keep track of students' learning progress and provide quality feedback.

Three aspects of the Project Delivery:

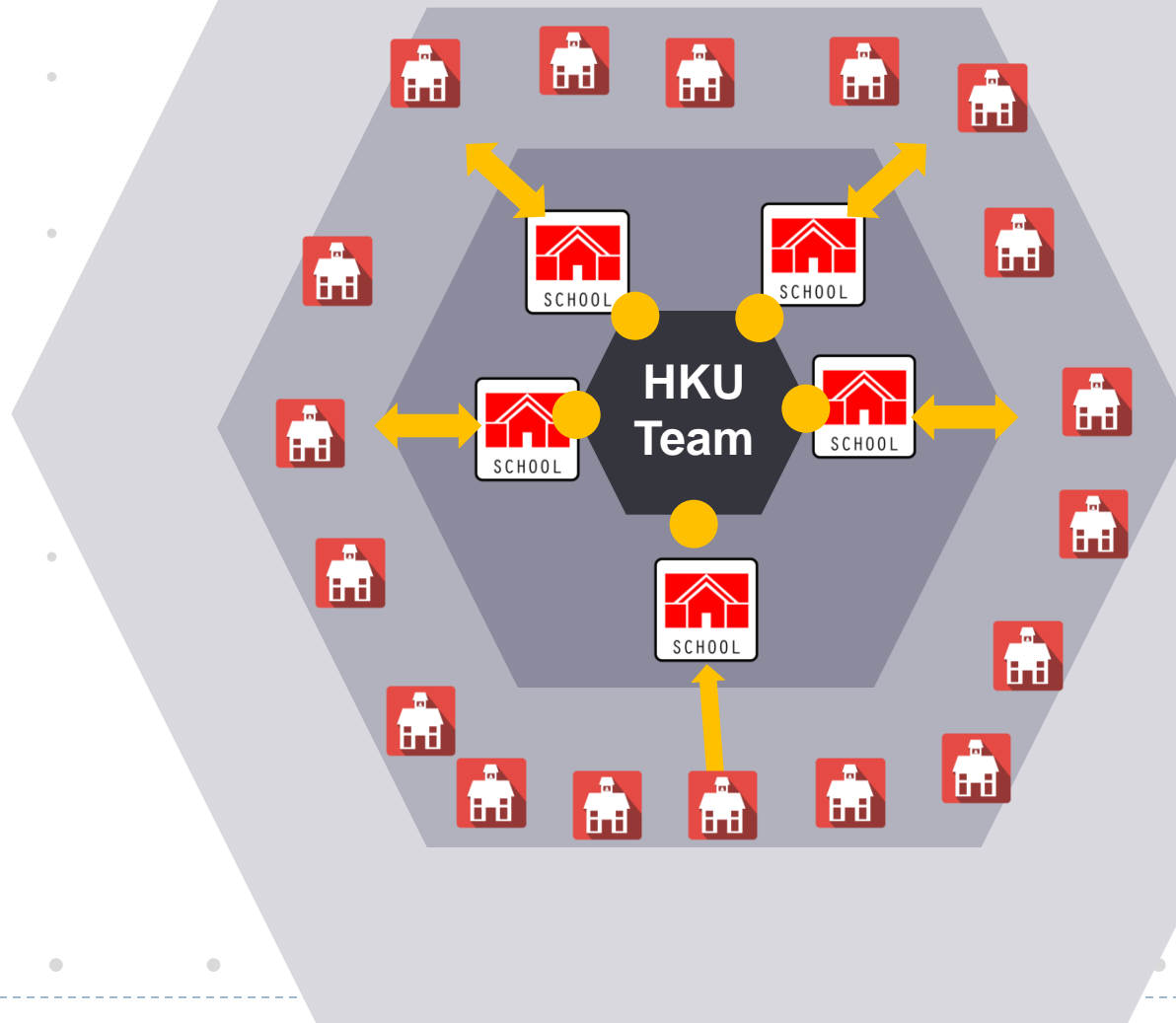
On-site support to teachers and schools: Collaborative planning meeting & lesson observations

Professional development workshops and knowledge exchange sessions

Dissemination seminar and workshops for other teachers



A University-School Collaborating Community



**Core project schools:
5 primary schools**

**After the completion
of the project**

Impacts of the Project with Sustainability

- inspiring teachers with creative and engaging materials design with innovative pedagogy
- addressing schools' key concerns
- facilitating team building to develop teachers' capacity in genre-based pedagogy, SDL and AaL
- promoting the use of effective strategies to cater for student diversity

Material development

- Each project school developed **1 package** with support and help from the university team
→ A total of 5 packages for other schools to access, adapt and use
- Can be integrated or supplementary to the existing scheme of work
- Teachers' capacity building during materials development

School	Grade level	Topic	Target writing genre
A	P.2	About my family	Descriptive writing
B	P.2	Free time activities	Descriptive writing
C	P.4	Inventions	Magazine article (Descriptive writing)
D	P.5	Healthy Eating	Magazine article (Giving advice)
E	P.5	Crime & accidents	Newspaper article

Features of materials developed

- ✓ covering different grade levels (P.2 to P.5)
- ✓ various text types (reading & writing)
- ✓ incorporation of different types of tasks (e.g. reading, vocabulary building, speaking, writing)
- ✓ making use of multimodalities & online resources (e.g. online interactive games; video clips; songs)
- ✓ connection of reading and writing tasks in the same set
- ✓ differentiated tasks to cater for learner diversity
- ✓ considering students' interest and motivations

Location of the Project Materials

1

WLTS / Assessment for Learning Resource Bank
Web-based Learning and Teaching Support

Search [] Sitemap Contacts 繁體 | ENG

OUR AIM
The Web-based Learning and Teaching Support (WLTS) website is set up by the Education Bureau (EDB). It is an integral part of the BCA project. It aims to support teachers in providing timely assistance to students who need help in achieving the Basic Competency Descriptors.

WHAT'S HOT
Super Word Kid (Key Stage 2)
Information of TSA Seminars by HKEAA
Introducing a Platform
Publication: Assessment & Learning (Issue 3) NEW, (Issue 2), (Issue 1)

CHINESE LANGUAGE > ENGLISH LANGUAGE > MATHEMATICS >

OUR AIM CHINESE LANGUAGE ENGLISH LANGUAGE MATHEMATICS STUDENT ZONE

2

WLTS / Assessment for Learning Resource Bank
Web-based Learning and Teaching Support

Search [] Sitemap Contacts 繁體 | ENG

OUR AIM CHINESE LANGUAGE **ENGLISH LANGUAGE** MATHEMATICS STUDENT ZONE

Home > English Language

Please select Key Stage, Skill and Basic Competency Descriptor to browse the related basic competencies and the respective learning and teaching support.

Key Stage
☒ KS1 (P.1-P.3)
 ☐ KS2 (P.4-P.6)
 ☐ KS3 (S.1-S.3)

KS1 (P.1-P.3)
Skill > Basic Competency Descriptor

Listening
 L2-L-1-P3BC - Discriminating between common words with a small range of vowel and consonant sounds
 L1-L-2-P3BC - Recognizing repeated expressions in short and simple literary / imaginative spoken texts
 L2-L-3-P3BC - Using a small range of strategies to understand the meaning of short and simple texts on familiar topics and clearly in familiar accents

Reading
 91
 Writing
 Speaking

Choose Key Stage + Skills + BC code

3

Recognizing repeated expressions in short and simple literary / imaginative spoken texts

L2-L-3-P3BC - Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents

Reading
Writing
Speaking

Other key learning objectives

Key Stage 1 (Primary 1 - 3)
Key Stage 2 (Primary 4 - 6)
Key Stage 3 (Secondary 1 - 3)

Suggested Follow-up Activities

Learners' possible problem(s) (for reference only)

- Learners are not able to identify some vowel sounds and consonant sounds.
- Learners are not able to identify onsets and rimes in words.

Suggested Follow-up Activities

Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Students' Self-access
Fun with Sounds	Through different interactive activities		20	
Learning Unit	Learning Unit	Learning Unit	Learning Unit	Learning Unit

Other key learning objectives → Key Stage 1/2

4

WLTS / Assessment for Learning Resource Bank
Web-based Learning and Teaching Support

Search [] Sitemap Contacts 繁體 | ENG

OUR AIM CHINESE LANGUAGE **ENGLISH LANGUAGE** MATHEMATICS STUDENT ZONE

ENGLISH LANGUAGE

Home > English Language

Please select Key Stage, Skill and Basic Competency Descriptor to browse the related basic competencies and the respective learning and teaching support.

Key Stage
☒ KS1 (P.1-P.3)
 ☐ KS2 (P.4-P.6)
 ☐ KS3 (S.1-S.3)

KS2 (P.4-P.6)
Skill > Basic Competency Descriptor

Listening
Reading
Writing
Speaking

Other key learning objectives

Project Materials

Learning Unit	Description
News	By reading some newspaper articles, learners learn the text structure, features and related vocabulary. To consolidate their learning, they co-construct a newspaper article in groups.

Project Materials

<http://wlts.edb.hkedcity.net/en/home/index.html>



Acknowledgement

- ▶ Assessment and HKEAA Section, EDB

- ▶ Project team members:

Prof. Angel Lin

Dr. Simon Chan

Ms Mandy Pui

Ms Rekha Narain

- ▶ Project schools

- Canton Road Government Primary School

- Chiu Yang Por Yen Primary School

- ELCHK Ma On Shan Lutheran Primary School

- Sha Tin Wai Dr Catherine F Woo Memorial School

- Tsuen Wan Trade Association Primary School

Q & A

Questions & comments to yuenyilo@hku.hk

