

Adapting the task

The advantage of such a task is that it is possible to give learners individual feedback on their spoken language. There are numerous ways such a task may be adapted. Learners may be asked to look up information about a museum or shop in Hong Kong and then record the information about opening and closing hours, facilities, how to get there, etc. This could be done for a friend or as a tourist information recording. Alternatively, while working in pairs learners may be given different information (jigsaw task) which they need to share or exchange in order to complete a form.

Task 3: Integrated project

Overview of task

In this project learners gather information on a specific topic through emailing learners in another school and then use the information to complete a group presentation. This task will encourage learners to broaden their horizons beyond the immediate context of their own school.

Task guidelines for learners

School Life

You are going to do a project in which you find out about school life in places outside Hong Kong. Each group will be asked to find out about a different school. You will then exchange emails with a group of learners in another school. At the end of the week you will present the information you have collected to your class.

You want to find out about:

- The school routine and the school timetable;
- The facilities at the school;
- The range of activities at the school;
- The size of the classes;
- The number of students at the school;
- School holidays;
- What the students you are 'talking to' like / dislike about the school; and
- Any other interesting information you can think of.

You should follow the steps below.

Step 1: In your group write down the questions you want to ask about the other school. Think about the order in which you want to ask the questions. Then try asking each other the same questions about your own school (i.e. those you have written down). Show your questions to your teacher.

Step 2: Revise your questions based on your teacher's feedback. Then send your revised questions to your assigned group in Singapore, Australia, Britain, etc.

Step 3: Once they have replied, check that you understand their answers. Do you need your friends to clarify any points for you? Do you need any more information? Would you like your friends to send you any pictures of their school or themselves?

Step 4: Make a table comparing your school with a school in Singapore, Australia or Britain. Then decide how you are going to present this information to the rest of the class. Practise giving your presentation. Each member of the group should rehearse their part of the presentation while the other members listen and give suggestions for improvement. Each member of the group will need to talk for about 2 minutes.

You will be assessed on your presentation (individually) as well as the questions your group write and the table you complete showing the similarities and differences between your school and the one you have investigated.

Step 5: Present your information to the rest of the class. As each group presents, identify the similarities and differences between the different schools. Take notes while you are listening.

Step 6: Submit to your teacher your questions and the answers you have received as well as the table you completed using the information you received.

Notes for teachers

(i) Assessment focus

The task is intended to assess the ability of learners

- to ask for information using grammatically correct questions;
- to clarify and develop ideas by making revisions to own written texts through personal reflection and talk with others;
- to plan and deliver a group presentation; and
- to identify and discuss ideas in spoken and written texts, form opinions and express them.

The task is developed to meet the following Learning Targets:

- to produce or exchange a range of formal and informal messages both oral and written (ISc in KS3);
- to obtain and provide objects, services and information in real and simulated situations (ISe in KS3);
- to provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3);
- to interpret and use more extensive information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, inferring, summarizing and drawing conclusions (KSb in KS3);
- to identify and define problems from given information, consider related factors, solve the problems and explain the solutions (KSd in KS3);
- to clarify and develop ideas by making revisions to one's own written texts through personal reflection and talk with others (KSe in KS3); and
- to understand how the English language works in relation to basic differences between formal and informal contexts and how different texts are organized and expressed; and apply this understanding to one's learning and use of the language (KSf in KS3).

(ii) Relation to the curriculum

As emphasized in the *CDC Syllabus for English Language (Secondary 1-5) 1999*, project work is important for a number of reasons, including developing learners' independence and integrating skills. This project integrates reading, writing, listening and speaking. It also creates for the learners a genuine need to communicate in English.

(iii) Advice on using the task

It is important that the teacher sets up a link with other schools before learners are given the task sheet. This will ensure that the groups will receive responses to their questions and that each group is collecting different information so that there is a genuine information gap when they are making their presentation to the rest of the class. The teacher should check each group's questions and advise where necessary. The completion of this project will take at least 4 lessons, if learners are to have adequate time to prepare their questions, organize their information and then present their findings to the class.

Proposed feedback mechanism

Since the emphasis of this task is on the oral presentation, the teacher should focus feedback on this aspect. Feedback on the 'dialogue' between the groups and the students of the other schools can be based on indicating whether the questions were correct and appropriate. The following feedback sheet (Version A) is generic and has been designed to demonstrate to teachers the possible areas that could be assessed in an oral presentation. Version B is an example of how the feedback sheet may be adapted or simplified to suit the assessment focus as well as the level of a given group of learners.

Feedback Sheet
Speaking: Short Reports & Oral Presentations (Version A – Generic)

Underline the appropriate item, tick the appropriate box and add comments below.

	Needs Improvement	Satisfactory	Well Done
Content			
• Enough information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Clear ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Relevant ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Interesting / Original / Creative ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization			
• Introduction			
❖ Interests the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ States the purpose / focus of presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Gives presentation plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Body			
❖ Main points supported with explanation / examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Ideas logically developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Conclusion			
❖ Restates purpose / focus of presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Summarizes main points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Signaling devices			
❖ Good use of connectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicative Strategies			
• Shows confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Shows awareness of audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses body language effectively and make right pauses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses notes effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Genre & Task Requirements			
• Suitable length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Students' own speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation & Fluency			
• Loud enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Not too fast or slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Correct pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Correct intonation and stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Needs Improvement	Satisfactory	Well Done
Language & Style <ul style="list-style-type: none"> • Appropriate choice of words • Variety of expressions • Range of vocabulary • Degree of formality 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Grammar <ul style="list-style-type: none"> • Correct grammar 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Aids <ul style="list-style-type: none"> • Clear • Relevant • Effectively used 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments	Grade
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Feedback Sheet
Speaking: Short Reports & Oral Presentations (Version B – Adapted)

	Needs Improvement	Satisfactory	Well Done
Content & Organization <ul style="list-style-type: none"> • Provides relevant information • Well organized content • Easy to follow 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Communicative Strategies <ul style="list-style-type: none"> • Shows confidence • Shows awareness of audience • Uses notes effectively 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Pronunciation & Fluency <ul style="list-style-type: none"> • Loud enough • Not too fast / slow • Pronunciation clear 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments	Grade

What aspects of spoken language one focuses on will depend largely on the teaching plan. It is not a good idea to give feedback to learners on all aspects of language at the same time as they will not be able to improve on all areas simultaneously. Aspects of language such as grammaticality can be focused on at a later stage of the project when looking at the written work submitted. To help learners understand the criteria being used to assess them, peer feedback sheets should be based on those used by the teacher.

Adapting the task

This task may be done through ICQ in real time if the teacher is able to establish contact with other schools and ensure that learners can have access to the Internet at the same time. The topic selected may also vary considerably. Learners could be asked to find out about the culture of different places, the history of different places,

the eating habits, etc. The real value of such a task, which admittedly takes time to set up, is that learners are given a genuine opportunity to use English.

Task 4: Portfolio

Overview of task

A portfolio may be defined as “a purposeful collection of students’ work that demonstrates to students and others their efforts, progress, and achievements in given areas” (Genesee and Upshur, 1996). They may be focused on one particular skill or aspect of language or be more general, covering a range of skills. In this task, learners build up a portfolio in which they comment on the extensive reading they do throughout a term / year. In the portfolio they keep a record of what they have read and their responses to their reading. Responses may be in the form of questions, a commentary, a poem or short story or even an illustration.

Task guidelines for learners

Your Portfolio

During the year you will keep a portfolio of all the extensive reading you complete. For each book, short story, poem you read, you should fill out the following form and then add it to your portfolio. Your portfolio will be looked at twice a term.

Reading report form

I have read (give details of the title, author, length)

I read this in (give details of when you read this and how long it took you to read)

It is about (give a summary of what you have read)

My comments on this reading are (here you are free to say why you liked / disliked what you read; why you chose the reading; or you may write your own poem, short story based on your reading. Feel free to illustrate your comments / review)

Notes for teachers

(i) Assessment focus

This task is intended to assess the ability of learners to respond to characters, events and issues in imaginative and other narrative texts through written means by expressing one’s reactions to what one has read.