2021
LPAT Briefing Session (English Language)

Presenters

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Overview

- Aims of the presentation
- How the LPATE is assessed
- Outline of the Papers
  - Paper 1 (Reading)
  - Paper 2 (Writing)
  - Paper 3 (Listening)
  - Paper 4 (Speaking)
- *Paper 5: Classroom Language Assessment (CLA)*

Aims

- Introduce the assessment approach
- Introduce each LPATE paper, with examples from recent assessments
- Give you some hints about how to do well
- Answer questions
- More information in the *Handbook for Candidates* *https://www.hkeaa.edu.hk/en/lpat/assessment_handbook/*
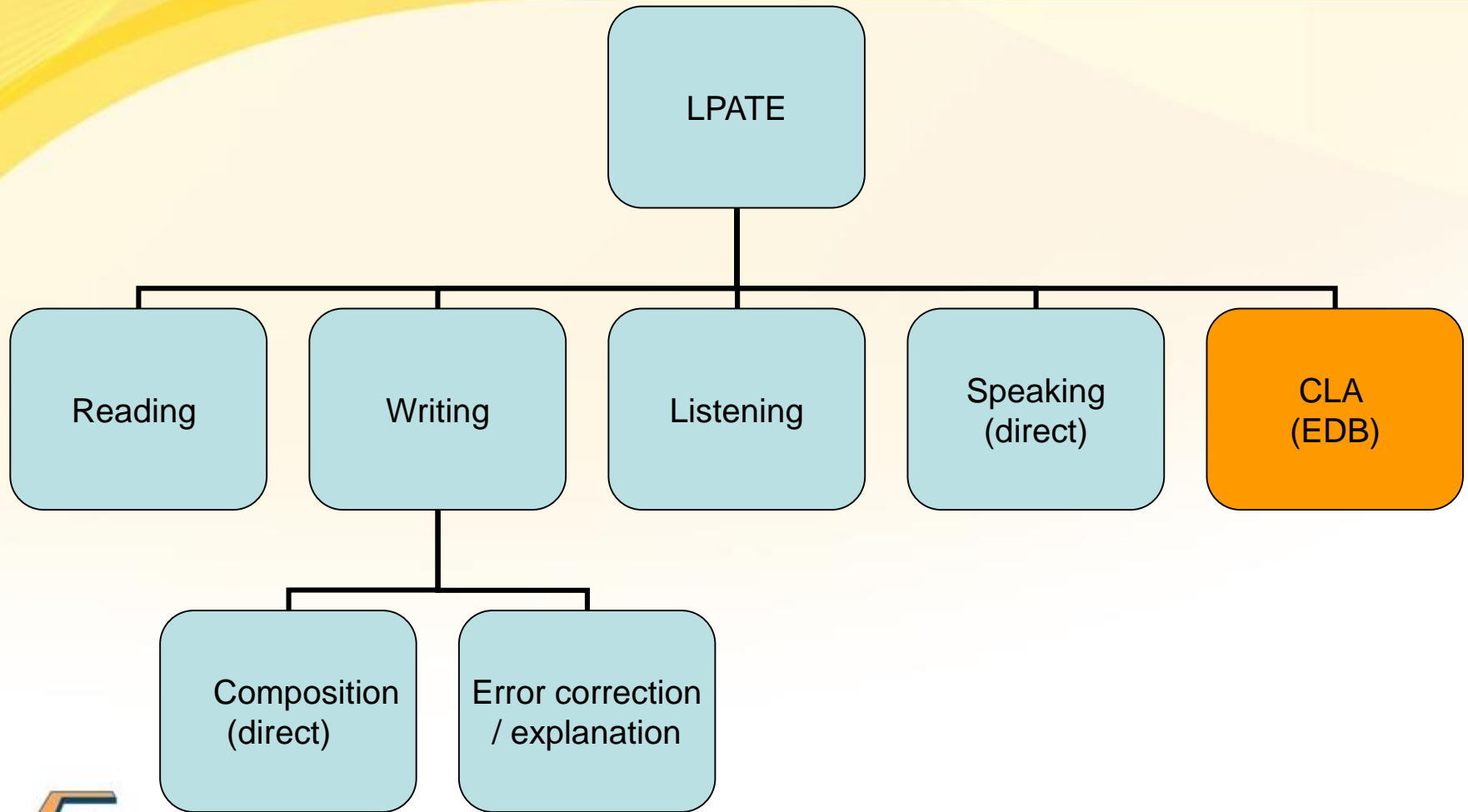
Assessment Types
Norm-referenced   vs.   Standards-referenced
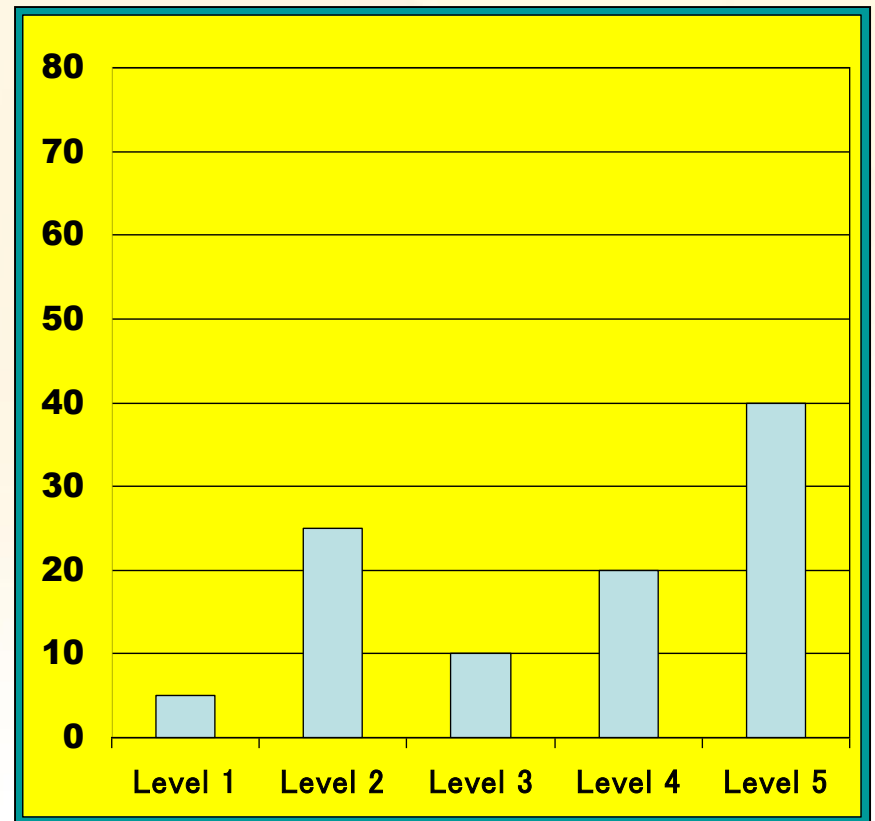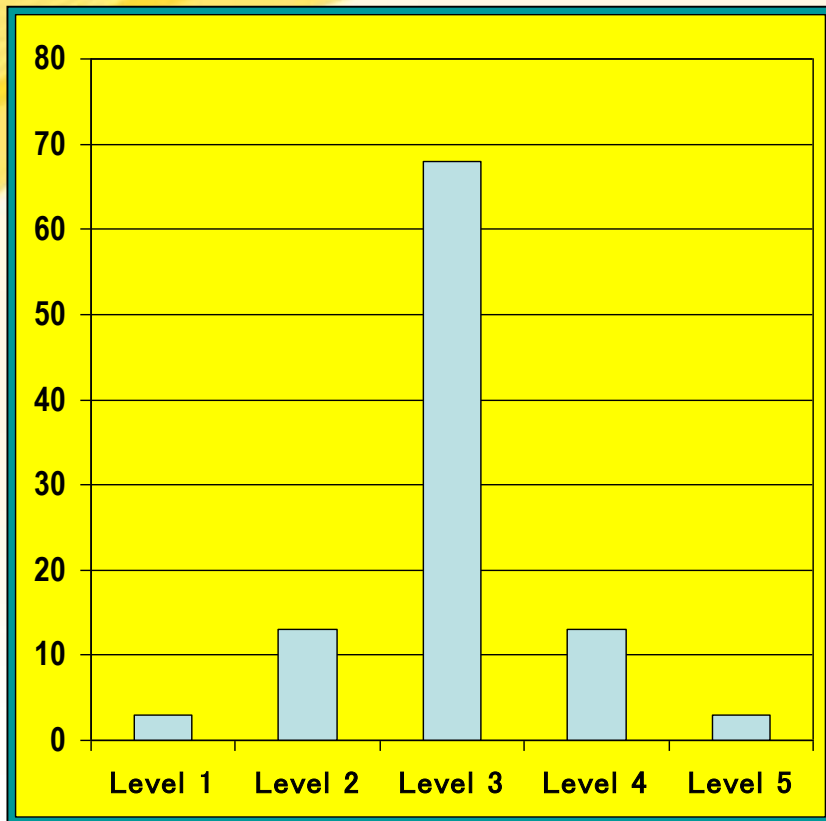
Structure of the LPATE

Results reported by scales Levels 1 – 5

Paper	Scale (full name given in actual results slip)	Level	Proficiency requirement attained
Reading		4	Attained
Writing	OC	3	Attained
	GLAR	3	
	Task completion	3	
	Correcting errors	3	
	Explaining errors	3	
Listening		4	Attained
Speaking	PSI	2	Not attained
	Reading aloud with Meaning	2	
	GLAR	3	
	OC	3	
	Interacting	4	
	Discussing	3	

Paper 1 Reading

- Duration: 1 hour 30 minutes
- 3 Reading Comprehension passages
- Passages are about 1 page of A4 each
- One longer, two shorter (may change from year to year)
- Topics and genres will be of different kinds
- Mostly **open-ended** questions (What, Why)
- Most require phrases or sentences as answers
- Some **MC** questions (4 options) – blacken the circle
- Occasional **selection** or **ordering** questions

Rubric

Passage A (** marks) Please answer the following questions. You may use words from the passage or your own words except where explicitly stated. You do not have to answer each question in complete sentences but make sure that your answers are full enough and coherent enough for the assessor to understand.

Recent Topics

2018

A. 'Learning re-imagined'

B. Fake news (untitled)

C. 'Learn to deal with Hypocrisy'

2019

A. 'Human Language'

B. Motivating employees (untitled)

C. 'Regrets'

Sample Questions (1)

- According to the writer, in what ways are machines different from humans?

- What is wrong with making students sit still in rows and stuffing them with facts?

- What point is the writer making about the relationship between success in adulthood and school tests and exams?

- '… these perversities' (line 12). What perversities?

  (3 marks)

- Why does the writer mention a 'spinning jenny' (line 19)?

Sample Questions (2)

Which of the following are accurate reflections of the writer's opinion?

Tick only two boxes. *(2 marks)*

a.	In some ways, schools are like factories of the 19th century.	
b.	We should not treat schooling as a kind of social engineering.	
c.	Children do not need to be rigidly controlled in order to learn.	
d.	All schools should adopt the Mantle of the Expert approach to learning.	
e.	Students these days do not need to learn traditional subjects such as math and physics.	
f.	The school system is failing children because it only cares about training them for the world of work.	

Paper 1 Suggestions

- Refer to the text for answers (don't rely on personal knowledge or experience)
- Copy, summarise or paraphrase information in the text
- If copying, don't copy too much: only your FIRST answer (or section) will be marked
- Pay attention to the number of marks
  - 2 marks usually means more than one piece of information
  - 1 mark MAY mean one piece of information or may mean two closely linked pieces e.g.
    - Q = 'Where did the writer find materials in English'
    - A = Record stores and second-hand book stores (1 mark)
- Make sure answers are grammatical

Paper 2 Writing

- Part 1: Task 1 Composition
- Part 2:
  - Task 2A Correcting errors in a student's composition
  - Task 2B Explaining errors in a student's composition

Part 1: Task 1 Composition

- Different text types to write (expository, narrative, descriptive etc.)

- Text input of about 200 words

- Suggested length ~ 400 words

- Scales and descriptors used to judge quality of writing

Sample Part 1 Prompt (2019)

Read the following extract from an article that appeared in a Hong Kong magazine.

Toxic Friendships

We build relationships with our family, friends and colleagues every day. It is a natural process for most of us and an important life skill. So, it is an important part of the responsibility of schools to help students develop healthy relationships and avoid becoming involved in 'toxic friendships'.

[continues 150 – 200 words total]

Sample Part 1 Task (2019)

As part of a Professional Development day at your school, you have been asked to give a short talk to other teachers on the importance of students developing healthy friendships and avoiding 'toxic friendships'.

Write a short talk explaining why healthy friendships are important for successful academic achievement and how teachers can help students get out of 'toxic friendships'.

Write about 400 words.

Sample Part 1 Task (2015)

The Asian Youth Conference provides a platform for young people, teachers and school leaders to discuss issues relating to youth development. You have been invited to give a speech.

Write the speech:

(i) presenting a more **positive** view of young people in HK and giving **at least one reason** why you think 'Kong kids' is an **unfair label**;

(ii) suggesting ways to **develop young people's sense of independence and maturity** and how **schools and/or parents** can play a part.

Write about 400 words.

Scales and Descriptors for Writing

- Scale 1 Organisation and Coherence
- Scale 2 Grammatical & Lexical Accuracy/Range
- Scale 3 Task Completion

Scale 1:
Organisation and coherence

- Unity: each paragraph should deal with one topic only

- Coherence: the overall flow/development should be clear

- Cohesion: use cohesive devices such as conjunctions, referencing and repetition of key words and phrases wisely - make sure that connectives aren't overused

- Conciseness: do not write more than is necessary

Scale 2: Grammatical & lexical accuracy/range

- Accuracy
  - Sentence structure
  - Agreement
  - Tense and aspect
  - Voice
  - Collocation
- Variety (complexity, naturalness)
  - Core vs. low-frequency vocabulary
  - Fixed expressions vs. cliché

Scale 3: Task completion

- Read the task instructions carefully
- Identify the specific areas to be addressed
- Plan how you will address each for a balanced piece of writing

Composition Marking and Grading

- All scripts are double marked
- Discrepancies are 3rd marked by CE or Assistant CE
- Many scripts are check-marked
- All scripts undergo a Fair Averaging process to cancel out any effects of marker leniency or harshness

Paper 2 Part 1 Suggestions

- Read English texts e.g. opinion pieces in newspapers

- Become familiar with the basic structure of different types of texts

- Increase your vocabulary using a thesaurus & other tools

- Don't just copy ideas from the prompt – expand upon them

Paper 2 Part 2

- Task 2A – Detecting & Correcting Errors / Problems in a Student Composition

- Task 2B – Explaining Errors / Problems

- Questions are in the Question booklet
- Write answers in the Question Answer booklet
- Correct only the underlined & numbered parts

Sample 2A Task (2014)
Correcting Errors

(1) <u>In recently years, news about elderly problems are increasing</u>. (2) <u>Elderly facing many difficulties</u> in Hong Kong. Poverty is one of the problems. (3) <u>Recent statistic show that around 40% of people age 65 or above</u> are poor. [continues]

Task 2A Suggested Answers

- (1) <u>In recently years, news about elderly problems are increasing</u>.

- (2) <u>Elderly facing many difficulties</u> in Hong Kong. Poverty is one of the problems.

- (3) <u>Recent statistic show that around 40% of people age 65 or above</u> are poor.

(1) Sample only – answer will be given

(2) The elderly//Elderly people are facing many difficulties

(3) Recent statistics show that around 40% of people aged 65 or above

Sample Task 2B
(1) 2013

Item 16: ***I am agree*** *that receiving international education can cause stress.*

There is one error in this sentence. In this context, the lexical item 'agree' is a/an (a) _____ , not an adjective. Therefore, 'am' should be deleted. Alternatively, the writer could replace 'am' with the (b) _____ 'do' to indicate (c) _____ .

Sample Answers (1)

Item 16: ***I am agree*** *that receiving international education can cause stress.*

There is one error in this sentence. **In this context**, the **lexical item** 'agree' is a/an (a) verb, not an adjective. Therefore, 'am' should be deleted. Alternatively, the writer could replace 'am' with the (b) auxiliary // dummy (verb) 'do' **to indicate** (c) emphasis // certainty // a strong feeling.

Sample Task 2B
(2) 2015

Item 18: *(18)* ***in this six months in Australia***

There is one error in this item. The writer should replace the (a) _____ 'this' with 'these' because _____ .

Sample Answers (2)

Item 18: *(18)* **in this six months in Australia**

There is one error in this item. The writer should replace the (a) (singular) determiner // demonstrative (adjective / pronoun) 'this' with 'these' because 'months' is plural.

Paper 2 Task 2 Suggestions (1)

- LPATE for teachers of English
- Tasks 2A and 2B, though related, are two separate tasks
- Task 2A
  - Correct only the <u>underlined</u> and numbered items
  - Do not make unnecessary changes e.g.

'My mother also likes fastly cars...'

<u>'My mother also likes fast cars...'</u> ✔

<u>'My mother also likes to drive cars quickly...'</u> ✘

Paper 2 2A/2B Suggestions (2)

- Task 2B
  - Refer to student composition
  - Be specific e.g. the type of pronoun / conditional
    - Revise basic grammatical terminology ('metalanguage')
    - Various answers ('systems') are allowed
    - Grammar book
      - easy to use
      - from a reputable publisher
    - If in doubt, put more detail
  - Spelling is important but mistakes will be penalised only once

Paper 3 Listening

- Duration: 1 hour
- Pauses included throughout & 10 minutes at the end
- 3 or 4 texts e.g. radio discussions, debates, monologues, podcasts/webcasts
- Different topics (not necessarily education related)
  - 2019 - Fortune Cookies, Introverts, Graduation Speech
- Up to 4 speakers & host
- Native speakers of English & non-native speakers
- Male & Female
- 'Normal' speed for the type of discourse
- Complete answers as you listen

Question Types (1)

1. Open-ended
   What is the aim of the Quiet Revolution? (Qu. 16 2019)

   to empower/empowering introverts // helping introverts to accept themselves

2. Gap-filling (Qu. 2 2019)

   Complete the note sheet.   *(4 marks)*

   Lack of job opportunities due to (i) *a backlash (against Chinese immigrants)*

Question Types (2)

3. Filling in blanks in a flowchart

4. Filling in or ticking cells in a table

5. Filling in gaps in a bulleted list

6. Multiple choice

7. Diagram labelling

8. Numbers and dates

9. Sentence completion using speaker's exact words

Paper 3 Suggestions

- Read upcoming questions carefully during pauses

- Use background knowledge (topics, context)

- Grammar ONLY important in 'one word answer' section

  - Connie _agrees_ David's view ✘

  - Connie _supports_ David's view ✓

- Spelling ONLY important for proper names & job titles, unless the meaning is changed

  - _Tourist_ Management ✘

  - _Tourism_ Management ✓

  - _Board_ based education ✘

  - _Broad_ based education ✓

Paper 4 Speaking

Part 1 (individual)

- **Task 1A**

Reading aloud

- **Task 1B**

Recounting an experience/presenting an argument

10 minutes to prepare in preparation room

5 minutes to complete both parts

Part 2
Group Interaction

- 5 minutes to prepare in test room

- 10 minutes to do task (3 candidates)

- 13 minutes if 4 candidates

Sample Task 1A (V1 2019)

Please read the following prose passage aloud as meaningfully as possible.

The Mysterious Dr. Doctor

The next morning Guy was feeling ill. Really ill. The pollen count must have risen because his eyes and nose were sore. He had suffered from mild hay fever all his life but his sleepless nights and the stresses of the last few days had only made it worse. He decided to see Dr. Khatami.[…]

'Can I help you?'

'Yes. My name is Guy Fletcher. I'd like to make an appointment to see Dr. Khatami,' he said.

Sample Task 1B (Presentation)

- Many people enjoy shopping for things they do not need. To what extent is this wasteful? Give reasons for your answer. (Version 3 2016)

- With advances in technology, do libraries still serve a purpose? Give reasons for your answer. (Version 1 2018)

Part 2 Group Interaction

- Discuss a school-related topic / situation
    - planning something
    - deciding what to do about something
    - reflecting on the past
    - coming up with a policy
- Role: 'You are…'
- Situation: 'You are now meeting to discuss…'

Sample Part 2 (Version 5 2017)

Situation:

You are a member of your school's student affairs committee. The principal would like to start a student magazine.

You are now meeting to discuss:

- ~ what could be included in the magazine;
- ~ what challenges might arise; and
- ~ how the magazine could be incorporated into teaching and learning.

Task:

Discuss the student magazine.

Sample Part 2 (Version 1 2019)

Situation:

You are a member of your school's English panel. The panel chair would like to encourage more collaborative learning.

You are now meeting to discuss:

- how students would benefit form collaborative learning;
- how teachers can encourage collaboration in the English classroom; and
- how to overcome any possible challenges.

Task:

Discuss collaborative learning in the English classroom.

Scales and Descriptors for Speaking

Task 1A Reading aloud

Scale 1.   Pronunciation, stress and intonation

Scale 2.   Reading aloud with meaning

Task 1B Recounting / Presenting

Scale 3.   Grammatical & lexical accuracy / range

Scale 4.   Organisation & cohesion

Task 2 Group interaction

Scale 5.   Interacting with peers

Scale 6.   Discussing educational matters with peers

Reliability

- Oral examiners are mostly from HK tertiary institutions

- Two examiners per assessment

- Pre-assessment training & standardisation

- During assessment - monitoring by Chief Examiner

Recording

- Your performance will be recorded
- If you agree to sit for the assessment, you agree to the recording
- Reasons
  - Appeals & complaints
  - Examiner training
  - Research

Recording Set-up

Suggestions

- Reading aloud
  - Read phrase by phrase, not word by word
  - Don't try to be too dramatic
  - Don't be too slow − 2.5 to 3 minutes is about right
- Presentation
  - How much can you do in 1 − 2 minutes?
  - Two or three main points
  - Clear structure
  - Can be in a conversational or an 'oral presentation' style

- Group discussion
  - Conversational style
  - Don't try to dominate
  - Don't just ask questions
  - Build upon what others have said
  - Refer to your actual (learning/teaching) experience if possible

Publications

Language Proficiency Assessment for Teachers (English Language) Handbook

Education Bureau
Government of the Hong Kong Special Administrative Region
October 2007

- https://www.hkeaa.edu.hk/en/lpat/assessment_handbook/
- Past Papers (QP booklet) published every year (in August)
- 2020 available October

Concluding Remarks

- LPATE is a test for teachers, not a general English test

- It is possible to practise for it (past papers are available)

- Treat it like a driving test, with certain skills to be demonstrated under controlled conditions

- Markers and Oral Examiners are well-trained experts who want a fair assessment

Good Luck!

www.hkeaa.edu.hk