

An analysis on the provision of feedback in the School-based Assessment of the Hong Kong Diploma of Secondary Education (HKDSE) Examinations for English Language: a deviation between the benign curriculum guidelines and the reality?



香港教育大學

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of Hong Kong

A Project entitled

**An analysis on the provision of feedback in the School-based Assessment of the Hong Kong Diploma of Secondary Education (HKDSE) Examinations for English Language:  
a deviation between the benign curriculum guidelines and the reality?**

Submitted by

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### **Declaration**

I, *CHOW Yin Hong, Carlos*, declare that this research report represents my own work under the supervision of *Associate Professor of the Department of Curriculum and Instruction—Dr YAN Zi*, and that it has not been submitted previously for examination to any tertiary institution.

Signed

*CHOW Yin Hong, Carlos*

*31 March 2022*

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## **Abstract**

The pedagogical merits of feedback have long been well-articulated in the scholastic field. According to Hattie and Timperley (2007), feedback is a key to driving students' continuous improvement in learning, providing directions to prompt learners to perform constant reflections and evaluations throughout their learning processes. This research, therefore, sets its sights on examining the provision of this helpful learning construct in an under-studied context, i.e. the English School-based Assessment (SBA) of the Hong Kong Diploma of Secondary Education (HKDSE) Examinations, an assessment that integrates both summative and formative functions as to report students' attainment of English in their HKDSE exam while also to guide students to achieve continuous improvements, reflections and evaluations throughout the assessment preparation practices (Hong Kong Examinations and Assessment Authority, 2021). Synthesizing with the quantitative and qualitative findings, this research employs an integrative approach to account for the factors attributing to and the solutions coping with the four major deviations between the curriculum recommendations and the realities found. They are namely the paucity of timeliness in the teachers' feedback provision, the inability of helping students to cultivate an active engagement with the feedback, the inability of cultivating students' metacognition with the feedback and a failed capacity to attend to students' socio-affective needs with the feedback. At the end, this paper calls for members of the education sector, ranging from the examination authority, schools and frontline teachers, to demonstrate concerted efforts to enhance SBA assessors' acquaintance with the assessment guidelines and to make adaptations to the pedagogical practices so as to enable students to better harness the merits of feedback to drive continuous improvement in learning.

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## 1. Research Background and Significance

The benefits of feedback have long been well-articulated in the scholastic field. According to Hattie and Timperley (2007), feedback is a key to driving students' continuous improvement in learning. It bears a vital role in clarifying misunderstandings and identifying one's flaws in his study skills and strategies (Carless, 2016). The provision of helpful comments, as suggested by Berry (2008), can also facilitate students' metacognition and self-regulation in learning, providing directions to prompt learners to perform constant reflections and evaluations throughout their learning processes.

Given the immense perks feedback contributes to learning and teaching, formative assessment—the type of assessment that highlights the importance of feedback provision to support students' learning (Carless et al., 2011)—has been promoted in Hong Kong's curriculum. Since the Curriculum Development Council (CDC) launched its education reform<sup>1</sup> in 2001, schools in the territory have been encouraged to attach more emphasis to employing formative assessment to facilitate student learning (Lam, 2008). Starting from 2012, formative assessment has also been incorporated into part of the city's public examination<sup>2</sup>, becoming what is known to be the School-based Assessment (SBA) implemented across 18 subjects<sup>3</sup>. It is proposed that through offering timely and specific feedback to students, this new assessment model can provide ongoing support for and “evaluation of students' performance and abilities” (CDC, 2017, p.89) and ultimately, enhance the quality of learning and teaching.

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<sup>1</sup> Formative assessment has first been introduced in Hong Kong's education reform document “*Learning to Learn — The Way Forward in Curriculum Development*” (CDC, 2001).

<sup>2</sup> The Hong Kong Diploma of Secondary Education (HKDSE) Examination.

<sup>3</sup> The number of subjects that implements SBA in year 2019 and beyond.

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Yet, plenty of evidence suggests there is frequently a mismatch between curriculum intentions and realities in terms of feedback provision in assessment practices. According to Hattie and Timperley (2007), teachers and students often experience frustration and hold suspicion about how current feedback processes are handled. School learners in Hong Kong also report that feedback delivered to them is deficient in timeliness, clarity, specificity and helpfulness (Carless & Boud, 2018) and that opportunities for them to present evidence of uptake or to act on feedback is limited (Berry, 2011). The aforementioned problems, indeed, can be attributed to the teachers' lack of time, awareness or even willpower to sufficiently attend to the intricacies of how feedback should be given (Yang & Carless, 2013). However, research that focuses on the examination of feedback provision in the English SBA of the HKDSE—an assessment that both serves summative and formative purposes as to report students' attainment of English at the end of their three years of senior secondary studies while to guide students to achieve continuous improvements, reflections and evaluations throughout the assessment preparation training (HKEAA, 2021)—remains under-represented. This, therefore, provides an interesting research gap to conduct an analysis on the above-proposed topic.

Moreover, there is almost no research specifically focused on studying how feedback is provided in the SBA of the HKDSE English Language Examination. Putting an emphasis on this particular aspect, this research project will also fill this gap and shed light on the possible impediments that affect feedback provision would be concerning this formative assessment practice.

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## **2. Research Questions**

Given it has been a consensus among scholars that teachers have a more critical role to play in the feedback delivery process at the school level (Andrade, 2010; Boston, 2002; Nicol & Macfarlane-Dick, 2004; Wiliam, 2010), this research study aims to focus on examining the provision of feedback from teachers to students in the SBA activities.

The 3 research questions devised for this research project are stated below. Through achieving a holistic review of the current feedback practice, the factors that influence feedback delivery and suggestions that can lead to better feedback provision, it is believed meaningful pedagogical insights can be generated, thereby helping education practitioners like scholars and curriculum planners etc. to develop supporting measures to guide teachers to better enhance their provision of feedback in the implementation of formative assessments.

- 1) To what extent do teachers comply with the curriculum guidelines when they provide feedback to students in the English SBA of HKDSE?
- 2) What are the factors that influence the provision of feedback from teachers to students in the English SBA of HKDSE?
- 3) What are the possible suggestions for optimizing the provision of feedback so that students' learning can be enhanced in the English SBA of HKDSE?

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### **3. Literature Review**

A literature review has been conducted to examine the key concepts involved in this research project. The respective definitions of them will be elaborated below.

#### **3.1 Feedback**

As feedback is the main target of study in this research, the definitions of it should be clearly articulated. According to Hattie and Timperley (2007), feedback is defined as the dialogic processes which involve students making use of various information to make refinements on their learning strategies. Nicol and MacFarlane-Dick (2006) also suggest the provision of feedback ought not to be controlled by teachers but a more constructive pedagogical view should also advocate students to take up an active role, engaging in thinking and reasoning with their teacher together to enhance both learning and teaching. The concept of “dialogic feedback” (Carless et al., 2011) has also been employed in the curriculum document, highlighting that transmitting feedback from only one way should be circumvented (CDC, 2017).

Indeed, it has been commonly agreed among contemporary scholars that the provision of feedback should involve the participation of both teachers and students. However, scholars (Boston, 2002; Wiliam, 2010) observe that in the secondary level, which is the context of this study, feedback is primarily controlled by the teacher as students of their age can hardly have their intuitive heuristics activated to engage in the dialogic feedback process, which implicates the organization, management and negotiation of learning information, with their teachers. Students’ engagement with the feedback also needs to be propelled by their teachers through requiring them to act on their feedback (Andrade, 2010) as well as providing pedagogical instructions to cultivate learners’ metacognition to continuously monitor their learning



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performances and refine their learning strategies in accordance with their needs (Wiliam, 2010).

As such and as aforementioned, this research will mainly attach its focus on the provision of feedback from teachers in the SBA activities. In other words, only part of the whole feedback process will be examined as students' engagement on feedback will not be covered in this study.

Furthermore, scholars like Yang and Carless (2013) have envisaged a framework of how feedback should be constructed. Known as the “Feedback triangle” (p.285) as demonstrated in figure 1 below, the proposition of Yang and Carless (2013) accentuates feedback involves the interplay of three dimensions, namely “the cognitive dimension”, “the social-affective dimension” and “the structural dimension” (p.287). In other words, feedback—under the definition of this framework—should help learners tackle cognitively challenging disciplinary problems<sup>4</sup>, be backed by a relationship built on trust and “a trusting atmosphere”<sup>5</sup> (p.291) as well as be provided with flexibility and under various forms<sup>6</sup>.

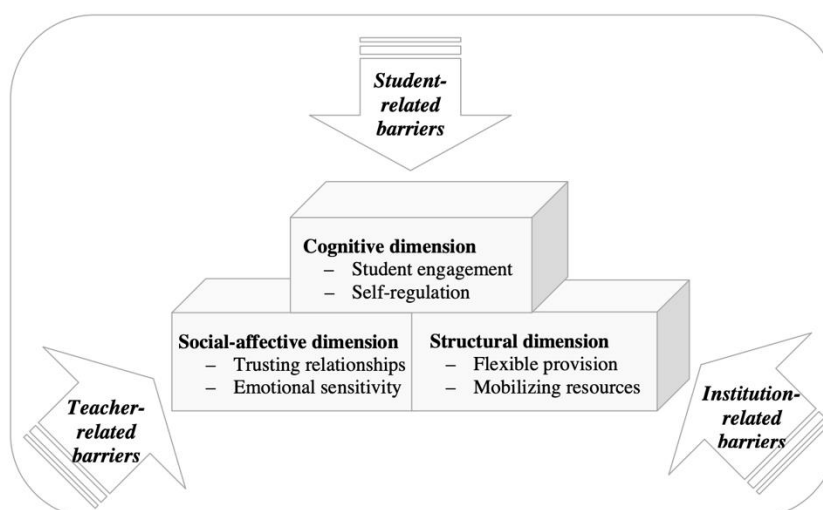


Figure 1. The structure of dialogic feedback as envisioned by Yang and Carless (2013)

<sup>4</sup> The proposition of “cognitive dimension”.

<sup>5</sup> The proposition of “social-affective dimension”.

<sup>6</sup> The proposition of “structural dimension”.

Indeed, most of the key spirits of feedback—proposed by the scholars above—align with the recommendations of the curriculum documents<sup>7</sup>. After all, the guidelines that are made for the schoolteachers to refer to when providing feedback for the English SBA are categorised into 15 principles. The researcher will then study whether there are any deviations between the curriculum intentions and realities by gathering data from his research participants.

### 3.2 Formative Assessment

As the English SBA of HKDSE is conducted in the form of formative assessment (CDC, 2017), it is vital to understand the key essence of this assessment model. Contrary to summative assessment that focuses on measuring and reporting students' attainment at the end of an instructional period (Berry, 2008), formative assessment is a continuous evaluation of the learners' abilities and performance throughout the whole learning process (Yan & Brown, 2021). The primary objective of formative assessment is to enhance learning and teaching through providing timely and quality feedback, diagnosing learners' strengths and weaknesses and refining teaching plans and methodologies following the collection of students' learning evidence (CDC, 2017). As the provision of feedback has paramount importance in facilitating students' learning through an ongoing and dynamic manner, it serves to be a key benchmark to determine the effectiveness of formative assessment practices (Carless & Boud, 2018). In this connection, how feedback can be best delivered to facilitate students' learning and improvement will be further elaborated in a separate session below.

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<sup>7</sup> Curriculum documents here refer to the “English Language Education Key Learning Area: English Language Curriculum Guide (Primary 1–6)” (CDC, 2017) and the “Hong Kong Diploma of Secondary Education Examination English Language School-based Assessment Teachers' Handbook” (HKEAA, 2021).

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It is also noteworthy to pay attention that, according to the CDC curriculum document (2017), the term “formative assessment” for this research should be defined as the assessment practice which not only provides students constant evaluations of what they know and can do, but should also be a guide to help nurture their metacognition to use “feedback from reflection and monitoring to make adaptations and adjustments to the learning objectives and strategies.” (p. 63). Hence, whether or not teachers can guide learners to move beyond from using feedback to inform learning to later being able to perform self-monitoring and evaluation has to be carefully examined in this research project<sup>8</sup>.

### 3.3 The SBA of the HKDSE Examinations for English Language

As this research study is based on the examination of the English SBA, it is necessary to understand how the assessment is conducted. With reference to the assessment guide, the English SBA consists of 2 parts, altogether contributing to 15%<sup>9</sup> of the overall weighting of the English subject (Hong Kong Examinations and Assessment Authority ‘HKEAA’, 2021). Students in part A have to first read four texts<sup>10</sup> over the three years of their senior secondary studies and then be assessed through performing a group discussion on the texts they have read or through conducting an individual presentation in response to their teacher’s questions<sup>11</sup> (HKEAA, 2021, p.8). As for Part B, students have to “reflect on, make use of and speak about the knowledge, skills and experience” (HKEAA, 2021, p.9) they have learnt and garnered from

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<sup>8</sup> The examination of this relation has been manifested in part C of the questionnaire design.

<sup>9</sup> Each part (i.e. part A and B) consists of 7.5% of the weighting.

<sup>10</sup> Among the four texts, students must choose at least one of the four genres provided, namely “print fiction, print non-fiction, non-print fiction and non-print non-fiction” (HKEAA, 2021 p.6)

<sup>11</sup> The questions asked by the teacher are devised based on the written notes that students are asked to write when reading the four texts (HKEAA, 2021).

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the Elective Module(s)<sup>12</sup> and to carry out either an individual presentation or a group interaction based on their learnings. After all, students' oral performance is the focus of assessment. Among the two marks submitted, one must be based on the assessment of individual presentation while the other ought to be contributed by the group interaction assessment (HKEAA, 2021).

Rounds of training and practice opportunities should be offered to students before having the actual assessments (HKEAA, 2021). Meanwhile, it is highlighted that the provision of constructive comments from teachers is imperative for facilitating students' continuous improvement along the assessment process (HKEAA, 2021).

### 3.4 Possible Reasons that Influence the Provision of Feedback

The factors that influence the provision of feedback in the English SBA is another focus of this research. According to Yang and Carless (2013), how assessment tasks are sequenced and designed plays a significant role in either facilitating or inhibiting feedback provision. If the sequencing of assessment tasks offers no opportunities for students to act on the feedback they received (i.e. a one-off examination), teachers can also hardly see the pragmatic value that the provision of feedback will generate productive outcomes (Berry, 2011). On the contrary, when an assessment is divided into two or more phases, it is argued that iterative feedback cycles can

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<sup>12</sup> Elective Part Modules are comprised of two streams namely, Language Arts and Non-language Arts. Modules of Language Arts consist of "Learning English through Drama", "Learning English through Short Stories", "Learning English through Poems and Songs", "Learning English through Popular Culture"; while modules of Non-language Arts include "Learning English through Workplace Communication", "Learning English through Sports Communication", "Learning English through Debating" and "Learning English through Social Issues". (HKEAA, 2021 p.9)

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be generated to facilitate learners' uptake of feedback and the "prospects of improvement from one task to the other" (Prowse et al., 2017, p.440).

Moreover, institutional barriers may also affect teachers to offer feedback to students. For instance, factors like large class sizes, the lack of resources and incentives and the heavy workload burden met by teachers may also intensify the challenges of offering effective feedback to learners (Carless & Lam, 2014). Other than the aforementioned structural barriers, other possibilities like students' skepticism in using, reflecting on feedback or a lack of sufficient teacher training in how good feedback provision should be performed may also yield adverse effects to feedback provision (Nicol & MacFarlane-Dick, 2006). Last but not least, Yan et al.'s article (2021) which accounts for the factors influencing teachers' will and implementations of formative assessment should also be taken for reference. Given that feedback provision is one of the integral components of formative assessments, the personal<sup>13</sup> and contextual factors<sup>14</sup> summarized by Yan et al. (2021) may also be applicable to respond to this research project.

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<sup>13</sup> The major personal factors that influence teachers' will to perform formative assessment include the "instrumental attitude, self-efficacy, and education and training", while the factors that influence teacher's implementation of formative assessment are "education and training, instrumental attitude, and belief of teaching" (Yan et al., 2021, p.23)

<sup>14</sup> The major contextual factors that affect teachers' will to perform formative assessment are "internal school support, external policy, school environment, and cultural norm", whereas the factors that influence the implementation of formative assessment are "school environment, internal school support, and working condition" (Yan et al., 2021, p.23).

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## **4. Methodology**

### **4.1 Research Methods for each Research Questions**

The first research question adopts the quantitative approach. A set of questionnaire was developed to examine whether there are any deviations between the curriculum intentions and realities in the provision of feedback in the English SBA. Deductive reasoning has been used as the researcher starts with his general observations and literature review<sup>15</sup> first, then narrows it down into formulating a specific research question that can be verified by authentic responses gathered from front-line teachers and finally confirms or rejects the observations that the researcher previously held.

As for the second and the third research questions, a qualitative approach is employed with the use of interviews to explore—when teachers conduct the English SBA—the factors that influence the provision of feedback and the recommendations for optimizing feedback provision so that students’ learning can be better facilitated. Inductive reasoning has been employed in this connection as the exploration of answers and the formulation of hypotheses are the intended outcomes here.

After all, it can be summarized that mixed methods research is applied to this research project, using both qualitative and quantitative techniques and integrating findings to provide a holistic account for the research topic.

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<sup>15</sup> See session 2 “Research Background and Significance”.

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#### 4.2 Sampling Method

Both the questionnaire and the interview have employed convenience sampling given that the researcher, being an undergraduate student, has limited network and resources. Hence, it is considered that this sampling method is the most feasible and convenient in facilitating the execution of this research while upholding its quality, validity and reliability.

In detail, 31 in-service, secondary-school teachers who have previous or current experience in conducting the SBA of English were recruited to participate in the questionnaire study. In the hope of upholding the reliability of the findings, i.e. avoiding the acquisition of biased data resulted from a particular school banding<sup>16</sup>, the feedback provision practices adopted by schools of various bandings were enquired. By using the researcher's personal network that he has<sup>17</sup>, 10 teachers from a band-1 school, 11 teachers from a band-2 school and 10 teachers from a band-3 school are recruited to participate in the quantitative study.

As for the interview, 5 in-service, secondary-school English teachers who have had experience in conducting the English SBA were reached to participate in the study. Contacted through the researchers' network, 3 teachers serving in two band-1 schools, 2 teachers serving in a band-2 school and 1 teacher working in a band-3 school were approached to join the interviews. The profile of the interviewed teachers is shown below.

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<sup>16</sup> Schools in Hong Kong are classified into three bands in accordance with their students' academic abilities and performances. Band 1 schools are the most academically capable while band 3 schools are the least.

<sup>17</sup> For example, the researcher recruited his research participants through contacting the teachers serving in his alma mater, his placement school where the researcher spends his teaching practicum in during mid-August to mid-December 2021 and the school of the researcher's parents.

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Teacher (pseudonyms used)	Banding of the school he/she teaches
Austin	Band 1
Maria	Band 2
Ruth	Band 2
Lucy	Band 1
Michelle	Band 3

Table 4.2. Profile of the interviewed teachers

### 4.3 Instruments

Online questionnaires, made by Google Forms, were distributed to facilitate the quantitative study. The feedback provision guidelines that are addressed in the curriculum documents<sup>18</sup> have been sorted out and categorized into 15 principles, serving as the 15 questionnaire questions to examine whether there are any mismatches between the curriculum intentions and their practice in the reality. For instance, statements such as my provision can “identify students’ flaws in their learning performances, strategies and skills”, “analyse the strengths and weaknesses of students’ performances” etc. were given (see appendix 1). Respondents were then required to tell, during their provision of feedback in the English SBA, the extent to which they have complied with the curriculum guidelines through the 5-Point Likert Scale<sup>19</sup>.

In a nutshell, questions 1 to 6 of the questionnaire aim to examine teachers’ general feedback practice, questions 7 to 8 are made to discover whether teachers can require students to act on their feedback, questions 9 to 10 are stipulated in relation to the socio-affective construct of feedback while questions 11 to 15 are designed to explore whether teachers are able to drive

<sup>18</sup> The “English Language Education Key Learning Area: English Language Curriculum Guide (Primary 1–Secondary 6)” (CDC, 2017) and (ii) the “Hong Kong Diploma of Secondary Education Examination English Language School-based Assessment Teachers’ Handbook” (HKEAA, 2021).

<sup>19</sup> I.e., Strong agree, Agree, Neutral, Disagree, Strongly disagree.



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students' development of metacognition through their provision of feedback. The quantitative data gathered would provide a comprehensive picture of what the current feedback practice is.

Regarding the qualitative study, individual interviews with in-service teachers were arranged. The interviews featured a series of open-ended questions to elicit in-depth responses from the interviewees. The questions mainly aim to elicit teachers' responses with regard to four aspects, namely the current feedback practice of the English SBA, the factors that influence feedback delivery, the factors that hinder students' development of metacognition and active engagement with the feedback and the suggestions that can enhance the provision of feedback in the English SBA.

The interviews were conducted in a semi-structured format in which the researcher had prepared essential questions—such as “How many rounds of training/practice opportunities will be given to students before having the actual assessment of part A and B?”, “What is/are the biggest problem(s) you have met when you provide feedback to students in the English SBA?”, “In your opinion, what can be done to tackle the problem(s) you have just raised and may improve the provision of feedback to students in the English SBA?” etc.—beforehand. Meanwhile, flexibility for further elaboration and discussion was also provided. Qualitative data was gained in the hope of identifying the factors that influence feedback delivery and the recommendations that can enhance feedback provision in the English SBA. The set of questions inquired in the qualitative interviews is presented in appendix 2.

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#### 4.4 Data Analysis methods

This research was approved by the Research Ethnic Committee of the Department of Curriculum of Instruction affiliated with The Education University of Hong Kong. Before conducting the questionnaire and interview studies, consent forms were distributed to the participants to seek their permission for utilizing their contributed data to facilitate academic research.

To account for the data analysis methods, the quantitative data contributed by teachers will undergo statistical analysis, calculating the extent to which the teacher respondents strong agree, agree, neutral, disagree or strongly disagree that they can comply with the 15 principles<sup>20</sup>, as advised by the curriculum guidelines, when providing feedback in the English SBA. The response rate per each option of the Likert scale will then be orderly presented through descriptive statistics in table form. When analysing the data, special attention shall be given to the items in which teachers are less likely to suggest that they have acted in accordance with the protocols of feedback (i.e. the items which result in lower response rate with regard to the options of “strong agree” and “agree”). These items may help identify where the deviations between the curriculum recommendations and the reality can be found.

As for analysing the qualitative data, the recordings of the interviews will first be transcribed into words. The transcribed data will then be analysed and categorized into various subthemes to locate the teachers’ similarities and differences with regard to their current feedback practice of the English SBA, the factors that influence feedback delivery, the factors that hinder students’

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<sup>20</sup> The “English Language Education Key Learning Area: English Language Curriculum Guide (Primary 1–Secondary 6)” (CDC, 2017) and (ii) the “Hong Kong Diploma of Secondary Education Examination English Language School-based Assessment Teachers’ Handbook” (HKEAA, 2021).

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development of metacognition and active engagement with their feedback and the suggestions that can enhance the provision of feedback in the English SBA (i.e. the aspects in which the interviews will delve into).

## **5. Findings**

The findings of my research study can be divided into two components: quantitative and qualitative. In the following session, the quantitative findings will be presented first, followed by the qualitative findings.

### **5.1. Quantitative findings**

As an overview, the questionnaire result reveals that most of the teachers have complied with the curriculum guidelines when providing feedback to students in the English SBA. However, among the 15 principles, there are 6 principles in which less than 70% of the respondents “agree” or “strongly agree” that they can adhere to the guidelines proposed by the examination authority. In other words, more than 30% of the teachers have failed to act in accordance with the 6 suggested protocols of feedback. Given that 30% is quite a substantial proportion, the following is going to highlight them (the items labelled with an asterisk\*) while providing an account of my findings gained per question of my questionnaire.

#### **5.1.1 General feedback practice**

The teachers’ rigorous compliance with the curriculum guidelines when providing feedback can be exemplified by their feedback practice in which, as demonstrated in table 5.1.1a, 87.1% of the teachers strongly agreed or agreed that their feedback could help identify students’ flaws in their learning performances, strategies and skills as well as could provide concrete description of students’ attainment. In other words, teachers recognized that they could project

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a picture of what students are learning, what they have achieved and what is expected of them through their provision of feedback. An even more significant proportion of respondents, 96.7%, suggest that their feedback could analyse the strengths and weaknesses of students' SBA performances.

Item No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	My provision of feedback can: identify students' flaws in their learning performances, strategies and skills.	3.2% (1)	3.2% (1)	6.5% (2)	74.2% (23)	12.9% (4)
2	My provision of feedback can: provide concrete description of students' attainment (i.e., helping students understand what they are learning, what they have achieved, what is expected of them).	3.2% (1)	3.2% (1)	6.5% (2)	74.2% (23)	12.9% (4)
3	My provision of feedback can: analyse the strengths and weaknesses of students' performances.	3.2% (1)	0	0	80.6% (25)	16.1% (5)

Table 5.1.1a Findings of teachers' general feedback practice in the English SBA

The teachers who participated in my questionnaire study were also confident that their feedback was of a high degree of usefulness as, as evidenced by table 5.1.1b, 90.3% claimed that they could offer students directions with adequate and specific details for improvement or reinforcement so that pupils can learn how they can leverage on their strengths and improve their weaknesses to drive further improvements in learning. Meanwhile, it is also discovered that the validity of the teachers' comments was firmly upheld as, according to the result of questionnaire item 6, 83.6% of the teachers suggested that their feedback was given in reference to the criteria as stipulated in the assessment guidelines rather than in comparison

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with other candidates' performances. However, a discrepancy between what is advocated in the curriculum guideline and what has actually been practised can be found in item 5, where only 58.1% of the respondents claim that their feedback can be delivered in or after every planned SBA assessment activity as soon as possible.

Item No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4	My provision of feedback can: give students directions with adequate and specific details for improvement/reinforcement (i.e. how to build on their strengths and address their weaknesses to make further improvement).	0	0	9.7% (3)	77.4% (24)	12.9% (4)
*5	*My provision of feedback can: be given in/ after every planned SBA assessment activity as soon as possible.	3.2% (1)	16.1% (5)	22.6% (7)	51.6% (16)	6.5% (2)
6	My provision of feedback can: diagnose students' performance in relation to criteria rather than how other students perform.	3.2% (1)	0	12.9% (4)	77.4% (24)	6.5% (2)

Table 5.1.1b Findings of teachers' general feedback practice in the English SBA

### 5.1.2 The cultivation of students' active engagement with feedback

Teachers' lax adherence to the curriculum guidelines can also be seen in their inability to cultivate students' active engagement with their feedback. This is reported in table 5.1.2,

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revealing only 64.6% strongly agreed or agreed that they could allow students to ask questions about specific aspects of their progress after each planned SBA assessment activity while an even lower proportion, 51.6% of them, proposed that they could require students to act on their feedback given.

Item No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
*7	*My provision of feedback can: allow students to ask questions about specific aspects of their progress after each planned SBA assessment activity.	0	12.9% (4)	22.6% (7)	58.1% (18)	6.5% (2)
*8	*My provision of feedback can: require students act on your feedback given.	0	6.5% (2)	41.9% (13)	48.4% (15)	3.2% (1)

Table 5.1.2 Findings of whether teachers agree that they can help nurture students' active engagement with their feedback in the English SBA

### 5.1.3 The ability to attend to students' socio-affective needs

As for whether teachers are able to attend to students' socio-affective needs through their feedback provision, it is found that, as demonstrated in table 5.1.3, the majority of them—71% of the respondents, could nurture collaborative and mutually trusting teacher-student relationships. Yet, a significantly lower proposition is reported in which only 58.1% of the teachers suggested that their feedback could show sensitivity to pupils' emotional and psychological needs.

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Item No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9	My provision of feedback can: nurture collaborative and mutually trusting teacher student and peer relationships.	0	6.5% (2)	22.6% (7)	58.1% (18)	12.9% (4)
*10	*My provision of feedback can: show sensitivity to students' emotional responses and psychological needs.	0	12.9% (4)	29% (9)	48.4% (15)	9.7% (3)

Table 5.1.3 Findings of the teachers' ability to attend to students' socio-affective needs through their feedback provision in the English SBA

#### 5.1.4 The cultivation of students' metacognition with feedback

Cultivating students' metacognition with teachers' feedback is being highlighted in the assessment guidelines. As reported in questionnaire items 12, 13 and 14 of table 5.1.4, teachers were found to be performing relatively better in areas such as facilitating students to formulate plans to attain their goals, helping students to monitor their own learning performance and strategies as well as providing assistance to help learners reflect and evaluate their learning performance, progress and strategies since 74.2%, 70.9%, 80.7% of them respectively suggested that they could comply with the curriculum recommendations when providing learning feedback to students. However, there are some areas in which mismatches between curriculum intentions and the reality are found. This is exemplified by questionnaire item 11 in which only 67.7% of the teachers could guide students to set personalised learning goals. A similar disappointing result can be found in item 15 where only 48.4% of the respondents claimed that they could develop students' self-regulation through inducting students to the

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multiple purposes of feedback and their active role in using, generating and processing feedback.

Item No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
*11	*My provision of feedback can: guide students to set personalised learning goals.	0	6.5% (2)	25.8% (8)	64.5% (20)	3.2% (1)
12	My provision of feedback can: facilitate students to formulate plans to attain their goals.	0	6.5% (2)	19.4% (6)	67.7% (21)	6.5% (2)
13	My provision of feedback can: help students monitor their own learning performance and strategies.	0	9.7% (3)	19.4% (6)	67.7% (21)	3.2% (1)
14	My provision of feedback can: provide assistance for students to reflect and evaluate their learning performance, progress and strategies.	0	3.2% (1)	16.1% (5)	74.2% (23)	6.5% (2)
*15	*My provision of feedback can: develop student self-regulation through inducting students to the multiple purposes of feedback and their active role in using, generating and processing feedback.	0	9.7% (3)	41.9% (13)	45.2% (14)	3.2% (1)

Table 5.1.4 Findings of whether teachers agree that they can help nurture students' metacognition with their feedback in the English SBA



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### 5.1.5 Summary of the areas where significant deviations between the curriculum intentions and the practice in the reality are found

To give a short conclusion, there are six items in which more than 30% of the teachers have failed to comply with the guidelines proposed by the examination authority. They are item 5, 7, 8, 10, 11 and 15 and their responses are displayed in table 5.1.5 below. Showing a significantly higher proportion of mismatches between curriculum intentions and their practice, these six items may bring a few implications in respect of teachers' feedback provision in the English SBA. It is discovered that the feedback delivered has a lack of timeliness (item 5), an inability to help students cultivate an active engagement with the feedback (item 7 and 8), an inability to attend to students' socio-affective needs (item 10) and an inability to cultivate students' metacognition with the feedback (item 11 and 15). Details that may shed light on the causes of the aforementioned problems and their respective solutions will be elaborated in the discussion session.

Item No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
*5	*My provision of feedback can: be given in/ after every planned SBA assessment activity as soon as possible.	3.2% (1)	16.1% (5)	22.6% (7)	51.6% (16)	6.5% (2)
*7	*My provision of feedback can: allow students to ask questions about specific aspects of their progress after each planned SBA assessment activity.	0	12.9% (4)	22.6% (7)	58.1% (18)	6.5% (2)

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*8	*My provision of feedback can: require students act on your feedback given.	0	6.5% (2)	41.9% (13)	48.4% (15)	3.2% (1)
*10	*My provision of feedback can: show sensitivity to students' emotional responses and psychological needs.	0	12.9% (4)	29% (9)	48.4% (15)	9.7% (3)
*11	*My provision of feedback can: guide students to set personalised learning goals.	0	6.5% (2)	25.8% (8)	64.5% (20)	3.2% (1)
*15	*My provision of feedback can: develop student self-regulation through inducting students to the multiple purposes of feedback and their active role in using, generating and processing feedback.	0	9.7% (3)	41.9% (13)	45.2% (14)	3.2% (1)

Table 5.1.5 The summary table that shows the areas of deviation between the curriculum intentions and the practice with regard to feedback provision in the English SBA

## 5.2. Qualitative findings

After interviewing 5 in-service, secondary-school English teachers who have had experience of conducting the English SBA, fruitful insights concerning the factors that will influence the provision of feedback and the recommendations for optimizing the feedback provision are gained. The transcribed interview data can indeed be categorized into four sub-themes, as shown in table 5.2., namely the current feedback practice, the factors that influence feedback delivery, the factors that hinder students' development of metacognition and active engagement

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with the feedback and the suggestions that can enhance the provision of feedback in the English SBA. The following will provide a detailed account of my qualitative findings.

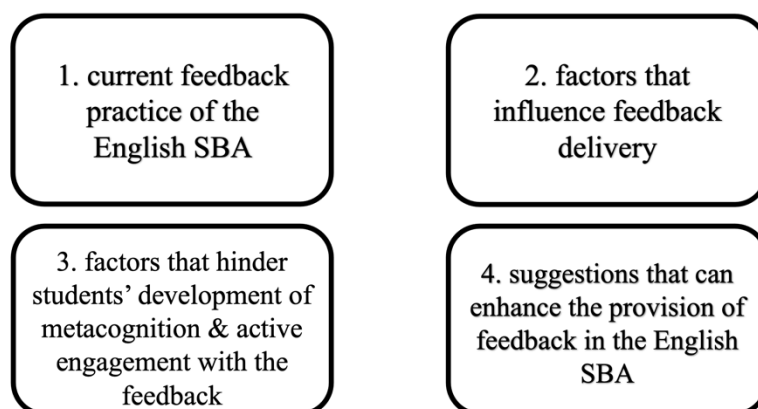


Table 5.2. The four sub-themes categorized from the transcribed interview data

## 5.2.1 The current feedback practice

### 5.2.1.1 Rounds of practice opportunities

With regard to the current feedback practice, it is reported that most schools will organize a round of pre-assessment practice before each actual assessment. Therefore, altogether there will be 4 tests conducted, but only 2, i.e. the real part A and B in which marks have to be submitted to HKEAA, will be counted as actual assessments.

### 5.2.1.2 Whether feedback will be given in the practice and assessment

Most of the interviewed teachers have suggested that feedback will be given within and after every round of practice or assessment. Yet, they also commonly express that they have a deficiency of time for feedback provision and Michelle even claims she rarely gives feedback during actual assessments as teachers normally would not give feedback during speaking exams. This is manifested by her response, suggesting:

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*“It seems like teachers rarely give feedback to the students because when we sit down and look at the presentation of students, actually it's the assessment time, you know, we won't give any feedback to them because it's just like a speaking exam.”. (Michelle)*

#### 5.2.1.3 form of feedback

Teachers usually give two kinds of feedback. The first is written feedback, where a quantitative score and some qualitative written comments will be given. Teachers are also in favour of providing verbal feedback to students as it is convenient, less formal and students generally buy in verbal feedback more when their tutors are speaking like a friend. This is exemplified by Michelle's claim below.

*“I think our students like the tutor, like a friend. I think it's more casual, it's much better than very formal feedback. Otherwise, they think this is another English teacher and they may feel a little bit afraid to be approached by the tutor.” (Michelle)*

#### **5.2.2 The factors that influence feedback delivery**

To account for the factors that will influence feedback delivery, they can actually be divided into two streams: institutional barriers and the lack of institutional support, as demonstrated in table 5.2.2. The factors under each stream will be detailly elaborated in the following.

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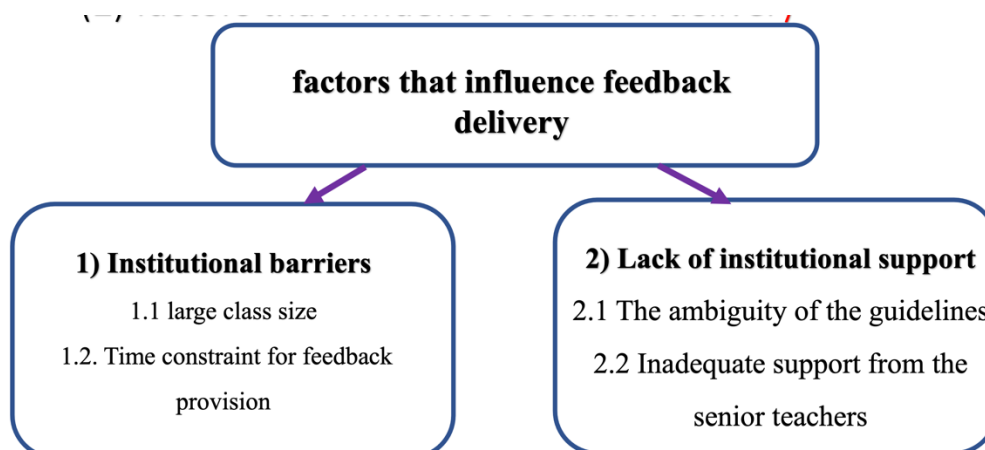


Table 5.2.2. The factors that influence feedback delivery in the English SBA

### 5.2.2.1 Institutional barriers

#### 5.2.2.1.1 large class size

As suggested by 3 among 5 of the respondents, the large class size is one of the institutional barriers that hinders the delivery of feedback. For example, as students normally need to form into groups of four to perform a group discussion assessment, a class of 32 will need to form 8 groups. The large class size may therefore hinder teachers to provide timely and detailed feedback. This is indeed supported by Lucy, claiming that teachers don't have the capacity to give every group feedback as if they do so, "another group is waiting and the whole process will be delayed".

*"We cannot give individual feedback because we have so many groups so when I want to give feedback immediately, it's good to do so, but I don't have time to do so because another group is waiting and the whole process will be delayed."* (Lucy)

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#### 5.2.2.1.2 Time constraint for feedback provision

The limited time for feedback provision is another institutional barrier found. In the interview, many teachers suggest that they have to organize the oral training sessions during recess, lunchtime or after school. Yet, teachers are quite busy in their own time as they are often occupied by other administrative duties. Therefore, as suggested by Ruth's response below, teachers actually don't have sufficient time to cater to such a large class size and to give students feedback beyond the lesson time.

*"And we seldom do the feedback during class. And teachers usually use their own time, maybe after school, maybe during recess or during lunchtime to give feedback to students and teachers. A lot of these teachers are quite busy in their free time." (Ruth)*

#### **5.2.2.2 Lack of institutional support**

##### 5.2.2.2.1 The ambiguity of the assessment guidelines

Apart from the aforementioned, the adequate institutional support that stems from the ambiguity of the assessment guidelines may also undermine feedback delivery. One of the respondents, Michelle, has claimed that she is not sure about whether or not teachers are allowed to give feedback and how deep the feedback should be. In other words, the assessment guidelines fail to show a clear picture of how feedback should be delivered and therefore very often, because of the ambiguity, teachers would refrain from giving feedback. This is being manifested by Michelle's claim, suggesting that if teachers give too much feedback, teachers might be afraid of being complained and students' interests might be undermined after undergoing HKEAA's moderation process.

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*“At the end of the day, if we give too much feedback and then after {being examined} the moderation board by the other school or from the HKEAA, we may be complained and then the students may be downgraded. And that's why we are actually having a very difficult position in whether we need to give feedback.” (Michelle)*

#### 5.2.2.2 Inadequate support from the senior teachers

Meanwhile, Austin, a young teacher who just has 2 years of teaching experience, also suggests that the lack of institutional support may stem from the inadequate support from the senior teachers. He reveals in the interview that he always find the rubrics from the HKEAA very subjective and is confused by word phrases such as the meaning of “almost always appropriate vocabulary”<sup>21</sup> (HKEAA, 2021, p.12), “displaying occasional audience awareness and providing some degree of interest.”<sup>22</sup> (HKEAA, 2021, p.12) etc. Hence, there is a necessity for him to learn from the more experienced teachers. However, Austin suggests that they are always busy and do not have much time to coach him on providing precise feedback. This is evidenced by his following claim.

*“I would always think whether my marks are too lenient when compared to the other experienced teachers. Experienced teachers is a big factor to me. Because I’m kind of new. Sometimes you know the rubrics from the HKEAA are not very clear and they are subjective, to some extent. These have to be learnt from the more experienced teachers. If I give them the marks which are too lenient or strict. Then it affects the whole standardization.” (Austin)*

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<sup>21</sup> This is the descriptor for achieving level 5 in the category of “vocabulary & language patterns” of the rubric.

<sup>22</sup> This is the descriptor for achieving level 3 in the category of “communication strategies” of the rubric.

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### 5.2.3 Factors that hinder students' development of metacognition and active engagement with the feedback

According to the examination guidelines, SBA is envisioned as an assessment that can guide learners to move beyond from using feedback to inform learning to later being able to perform self-monitoring and evaluation. In other words, students' development of metacognition and active engagement with the feedback is being highlighted in SBA's design. Yet, the interviewed teaching staff has pointed out some factors that undermine them to attain such assessment objective, casting light on why they fail to comply with the curriculum guidelines when they provide feedback to students in the English SBA. The factors addressed in table 5.2.3 will be elaborated in this session.

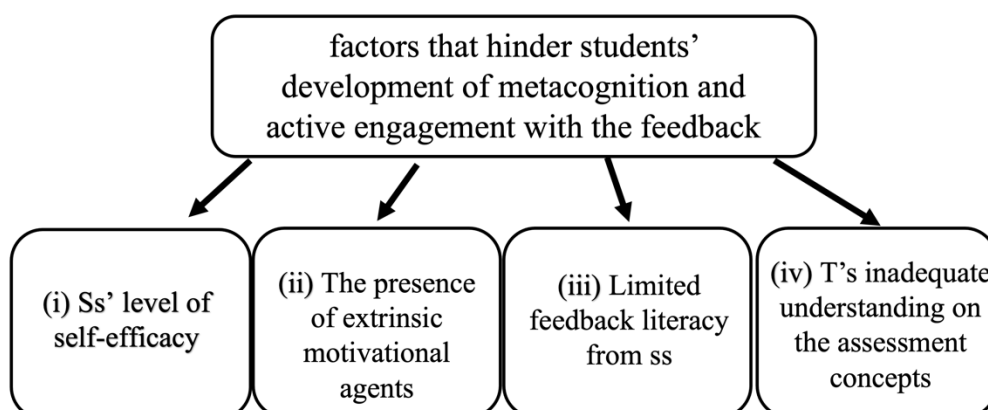


Table 5.2.3 The factors that hinder students' development of metacognition and active engagement with the feedback

#### 5.2.3.1 Students' low level of self-efficacy

The first factor is students' limited self-efficacy. Many teachers have claimed even students know what their problems are from their teachers' feedback, many of them lack the confidence to trust they will be able to improve or will doubt their own abilities and therefore, this results



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in having less engagement with the feedback. This problem is typically found among students with weak English foundation and is manifested by Maria's claim below, suggesting it would be of great difficulty to demand students to achieve concrete steps of improvement given that their English foundations are fragile and that improvements must take time.

*“Even though they knew what problems they have, they couldn't self-correct the problem. They couldn't help themselves improve because their foundations are just too weak, and the improvements take time” (Maria)*

#### 5.2.3.2 The lack of extrinsic motivational agents

The deficiency of extrinsic motivational agents marked by the limited proportion of the subject weighting may serve as another potential factor that inhibits students from actively engaging with the feedback received. Given that SBA only contributes to 15% of the overall weighting of the English subject, this may lead both teachers and students to think it is unimportant to provide or to engage with the feedback. This mindset is supported by Ruth's observation, suggesting that

*“maybe some students do not want to spend a lot of time on the SBA because they think it contributes 15% only and they can do better in the public exam.” (Ruth)*

#### 5.2.3.3 Limited feedback literacy from students

Meanwhile, it is also reported that students' feedback literacy may also undermine their capability to act on their teachers' feedback. This stems from the deviation between what the teachers expect the students to improve and what the students actually buy in. In other words, students, sometimes, are found to be skeptical on their teachers' feedback. This is exemplified

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by an example raised by Ruth, who suggests students refuse to accept what their teacher has commented as they believe they have not committed such a mistake.

*“For example, we want them to have more eye contact and they may think that I have already had eye contact already. So sometimes it's quite difficult to communicate in terms of some areas that we want them to improve.” (Ruth)*

In addition, the interviewed teachers also reflect that students are unprepared for taking responsibility to reflect on and make use of the feedback provided by them, thus undermining the function of feedback for guiding learners to perform constant reflections, evaluations and improvements throughout their learning processes. This is supported by Austin’s claim, noting that

*“they {students} may not really pay attention to the advice written and then they may not really practice hard enough to remedy their mistakes, for example, the ‘s’ sound is always missing from students”. (Austin)*

#### 5.2.3.4 Teacher’s inadequate understanding of the assessment concepts

Austin suggests that whether teachers have a sufficient understanding of the assessment concepts may also influence the effectiveness of feedback. According to Austin, many teachers are unaware that the successful implementation of SBA can only be achieved when it can be extended from “assessment for learning” to “assessment as learning”. In other words, it depends on whether teachers can guide learners to move beyond from using feedback to inform learning to later being able to perform self-monitoring and evaluation. However, attributed by the fact that *“some experienced, old teachers may not understand this concept”*, Austin reveals

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*“teachers of SBA just treated it {SBA} as a mark that we have to submit”* rather than an opportunity to guide students to perform self-monitoring and evaluation in their learning process.

## 5.2.4 Suggestions that can enhance the provision of feedback in the English SBA

Apart from casting light on the factors that undermine feedback delivery, the interviewed teachers also provided suggestions that can enhance the feedback practices. A brief account of their recommendations are addressed in table 5.2.4 and the elaborations of them will be provided in the following session.

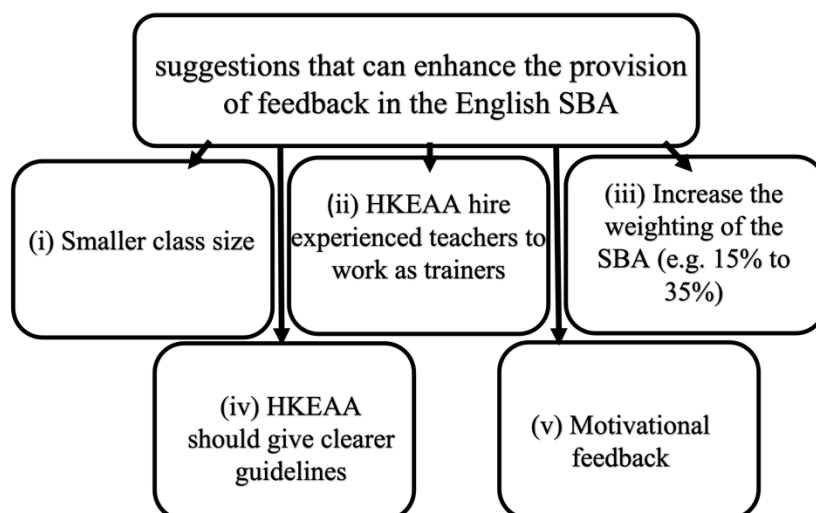


Table 5.2.4 The suggestions mentioned by the interviewed teacher to enhance the provision of feedback in the English SBA

### 5.2.4.1 Reduce the class size

In response to teachers’ lack of time for feedback provision, reducing the class size is a solution commonly pointed out by many of the interviewed teachers. Apart from having smaller class size, Lucy also proposed an innovative resolution which is to reduce the number of classes an English teacher needs to take up. She suggests that

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*“if we can have fewer language lessons, for example, now a full-time teacher is teaching three classes and so if a full-time teacher can only teach two classes, that will be more reasonable.”*

*(Lucy)*

It is believed that, with the teachers’ workload reduced, teachers can have a better capacity to organize more training sessions and give more detailed feedback to students and thus, guiding them to achieve continuous improvement throughout their learning processes.

#### 5.2.4.2 Hire experienced teachers to work as trainers

Meanwhile, it is widely reported that merely having an SBA district coordinator who is responsible for organizing end-of-term meetings to “inspect samples of students’ work” (HKEAA, 2021, p.27) and “provide feedback to teachers on the standards of marking” (HKEAA, 2021, p.27) is not enough. In view of the lack of institutional support—a common dilemma faced by the interviewed teachers, Austin suggests that HKEAA should consider hiring experienced teachers to work as trainers and pair them up with each school to enhance teachers’ acumen in facilitating students to achieve continuous improvement in learning. His claim is demonstrated in the following.

*“Recruiting experienced teachers to work as trainers would definitely be a viable option to hone teacher’s competency in providing feedback. The fact that teachers only attend end-of-term meetings organized by the SBA district coordinator is not very useful. The SBA district coordinator does not offer guidance to us from time to time. It’s {the existing mechanism is} loose monitoring, just like an official procedure to complete” (Austin)*

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More support, such as having a designated expert to hold regular meetings with the front-line teachers to provide guidance and ensure strict compliance with the guidelines in the implementation of SBA, is necessary as 3 among the 5 interviewed teachers have commonly expressed.

#### 5.2.4.3 Increase the weighting of the SBA

The deficient extrinsic motivational agents may undermine both teachers' incentives to provide detailed feedback and students' motivation to engage with the feedback. To cope with this problem, 2 teacher respondents propose that the examination authority should increase the weighting of the SBA, such as from the current 15% to 35%. This proposition is especially supported by Austin who points out that "*students are realistic and material*". He argues that because of the low weighting that the SBA currently carries, many of his students put more effort in preparing for the summative examinations<sup>23</sup> that will be held at the final year of their secondary studies, i.e., secondary 6. It is anticipated that if the significance that the SBA carries is enhanced, it can better incentivize both students and teachers to be more devoted in the provision of and engagement with the feedback.

#### 5.2.4.4 Provide clearer assessment guidelines

As aforementioned, the ambiguity of the assessment guidelines is commonly reported by the interview respondents. Therefore, the direct solution to address this defect is that HKEAA should shoulder the onus to offer clearer guidelines especially with regards to whether or not teachers are allowed to give feedback and how deep the feedback should be, as Michelle has suggested by her claim below.

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<sup>23</sup> The summative examinations for the English subject of HKDSE will be divided into four papers. They are reading (paper 1), writing (paper 2), listening and integrated skills (paper 3) and speaking (paper 4).

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*“Well, unless I think HKEAA gave clear feedback, I mean like clear guideline, teachers will still be confused on how they should give feedback to students in SBA activities.” (Michelle)*

The provision of clearer guidelines can be, on the one hand, achieved through fine-tuning the criterion-referenced rubrics so that its level descriptors can be more explicit and concrete; while on the other hand, adding an explicit session in the assessment handbook to address how teachers should provide feedback concerning the feedback’s content, frequency and the methodology for effective feedback provision etc. All these improvement measures aim to enhance teachers’ literacy in feedback provision.

#### 5.2.4.5 Provide motivational feedback

Another recommendation gained from the qualitative interview is that teachers should consider giving more motivational, not just corrective and evaluative, feedback to students. This proposal is supported by Maria, who is teaching in a band-3 school, suggesting that the provision of motivational feedback can *“have an immediate effect on students when they know what they have done well from their teachers’ comments”*. Students’ self-confidence can be boosted and therefore, this can enhance their self-efficacy to perform better in the SBA and help them cultivate an active engagement with the feedback received from their teachers.

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## 6. Discussion

In the following discussion session, the quantitative findings, that is the deviations between curriculum intentions and the reality, will be paired up with the qualitative findings to shed light on the factors that influence the effectiveness of feedback provision and propose corresponding solutions to address the shortcomings found in the current feedback practice. Aiming to integrate my findings to generate meaningful insights, the presentation will be structured in accordance with the four main mismatches of feedback provision identified and articulated with the synthesis of literature to provide a more comprehensive evaluation and elaboration of my research findings.

### 6.1. The factors attributing to and the solutions coping with the paucity of timeliness in feedback provision

According to my quantitative findings, the first deviation found between the curriculum guideline and the reality is that there is a deficiency of timeliness among the feedback provided by teachers. The teachers' limited capacity to provide "timely feedback on students' strengths and weaknesses and suggestions for improvement" (CDC, 2017, p.47) may be attributed to the institutional barriers concerning the large class size and the time constraint for prompt feedback provision. This causal relationship has been demonstrated in table 6.1 below.

<b>Quantitative finding</b> (i.e., the deviation between curriculum intentions and the reality)	<b>Qualitative finding(s)</b> (i.e., the factor(s) that influence the effectiveness of feedback provision)	<b>Solutions</b>
Lack of timeliness in feedback provision	1. Large class size 2. Time constraint for feedback provision	1. Reduce the class size 2. Reduce the number of classes an English teacher needs to take up

Table 6.1. The quantitative and qualitative findings gained to address the paucity of timeliness in feedback provision

The above findings, indeed, are well aligned with scholars' propositions. Prowse et al., (2007) suggest that having sufficient time is the prerequisite for feedback provision as quality feedback has to be constructed through a dialogical process where not only do teachers need adequate time to analyse their students' performances and articulate their comments, students should also be given the opportunity to engage in thinking and reasoning with their teachers to further interpret and clarify the feedback they received (Andrade, 2010). Yet, it would not be impossible to complete such a holistic feedback practice within recess time, lunchtime or after school in which, as Ruth suggests, most of the SBA training sessions are usually held. Compounded by the large class size that schools in Hong Kong normally have (Fok et al., 2006; Qian, 2014), teachers can hardly provide timely feedback to students. This would considerably undermine the effectiveness of feedback provision as Carless (2016) proposes that only when feedback is delivered in a timely manner can learners be able to perform immediate reflections on their learning performances.

Meanwhile, it is noteworthy to recognize that the paucity of timeliness in feedback provision may already be a less severe issue found. The worst scenario, which may have already been prevalently taken place, is the omission of feedback provision in both SBA's practice and assessments. This is exemplified by Michelle's claim, suggesting that SBA is comparable to a speaking exam in which only a summative mark should be given and no feedback ought to be provided. If teachers really fail to give feedback to students during the SBA practice or assessment, as if what Michelle has suggested, this may defeat the purpose of conducting formative assessments to provide ongoing support for and "evaluation of students' performance and abilities" (CDC, 2017, p.89). The assessment will be practised in a summative form, which is not the nature of assessment originally envisioned by the HKEAA when it designed the SBA.



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Although this way of conducting the assessment can also measure and report students' attainment, its summative nature may be executed as a high-stake examination (Berry, 2008; Berry, 2011; Carless & Lam, 2014; Qian, 2014; Yan et al., 2021) that may induce considerable stress on students rather than helping them to excel and improve under “low-stress conditions” (HKEAA, 2021, p.6).

Nevertheless, actions should be taken to respond to the lack of timeliness in feedback provision as well as the deficiency of time to provide feedback. It would not be practicable to compel teachers to reserve a designated period of time for sheer feedback provision through issuing more stringent curriculum guidelines as this may hinder teachers to perform lesson planning flexibly and it is understandable that teachers also need to allocate more time in teaching the summative assessment components which carry more weighting. However, the same objectives can be achieved through other alternative solutions. Reducing the class size as well as the number of classes English teachers need to take up—for example from the current 3 to 2—as what have been proposed by the interviewed teachers, are considered as the viable solutions. When teachers' workloads are reduced, it is believed that they can then have more time to organize more feedback training sessions and to construct more quality and detailed feedback to learners. The provision of instant feedback, after all, is very crucial because it can ensure the feedback can work on the optimal level of students' working memory where they can best store and manipulate the information given by the teacher (Hattie & Timerpley, 2007).

## **6.2. The factors attributing to and the solutions coping with the inability of helping students to cultivate an active engagement with the feedback**

As revealed from the quantitative findings, it is discovered that teachers have a limited capacity to help students cultivate an active engagement with their feedback delivered. The

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inability to guide students to “play an active role and take ownership of their learning” (CDC, 2017, p.83) stems from two factors gained from the qualitative interview study, as demonstrated in table 6.2 below.

<b>Quantitative finding</b> (i.e., the deviation between curriculum intentions and the reality)	<b>Qualitative finding(s)</b> (i.e., the factor(s) that influence the effectiveness of feedback provision)	<b>Solutions</b>
Inability to help students cultivate an active engagement with the feedback	1. Students’ low level of self-efficacy 2. The lack of extrinsic motivational agents	1. Provide motivational feedback 2. Increase the weighting of the SBA 3. Guide students to perform peer evaluation

Table 6.2. The quantitative and qualitative findings gained to address the inability to help students cultivate an active engagement with the feedback

Students’ low level of self-efficacy is one of the contributing factors leading to this defect found in teachers’ feedback provision. As suggested by the interviewed teachers, students—especially from the lower-banding schools—are found to have low linguistics self-confidence and self-worth and therefore, they are reluctant to act in accordance with their teachers’ feedback given that they do not trust they will be able to improve. This phenomenon coheres well with Bandura’s (1993) theory which argues that self-efficacy beliefs play an influential role in determining learner success with regard to language acquisition. Bandura (1993) also points out that how much self-efficacy one has correlates with the effort he will demonstrate in the language learning process. Having low self-efficacy is a problem commonly found among second language (L2) learners in Hong Kong. This may therefore lead students to be less engaged with the feedback provided by their teachers when they lack the confidence in

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developing self-regulative capacities to leverage on their teachers' constructive comments to drive further improvement.

The fact that SBA only contributes to 15% of the English subject weighting may also hinder students to develop an active engagement with their teachers' feedback. According to Dörnyei (2001), language learning is inextricably linked with motivation which informs why people learn a language, how hard people are going to pursue language advancements and how long they are willing to persist in joining the language learning activities. While motivation can be mainly divided by intrinsic and extrinsic motivation, Ushioda (2001) added that the lack of extrinsic motivational agents, that is usually marked by the low weighting of the assessment, do play a significant role in determining the extent in which a learner will sustain his/her intellectual and physical effort to engage in the language learning process. Hence, owing to the fact that SBA only contributes to less than one-fifth of the overall weighting of the English subject, it can be predicted that both teachers and students can hardly be incentivised to provide or to engage with the feedback in SBA activities. Instead, as reflected in the interview, they will put more effort in the teaching and learning of the summative components of the HKDSE examination.

With a view to addressing the aforementioned problems, the interviewed teachers have proposed several solutions which deserve the examination authority and all the front-line practitioners to take them into consideration. Firstly, teachers of SBA should not only offer corrective and evaluative feedback to students, but more importantly, they should also take the initiative to offer motivational feedback to learners. The provision of motivational comments can encourage learners to sustain their momentum in practising their strengths that are complimented by their teachers. It can also gradually enhance learners' perceived L2

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competence (Raoofi et al., 2012; Ushioda, 2001). It is believed that when learners can acquire more linguistic self-confidence and self-worth, they are also more likely to achieve language learning success (Bandura, 1993). In addition, increasing the weighting of the SBA can serve as a viable resolution as Berry (2011) proposes that the adjustment of this instrumental motive can serve as a pragmatic, utilitarian approach to incentivize both students and teachers to be more devoted in the provision of and engagement with the feedback.

Despite the above recommendations proposed by the teachers, teachers may also consider guiding students to perform peer evaluation as a first good step to help students cultivate an active engagement with their feedback. Instead of merely receiving feedback from their teachers didactically, students can also become participants of the feedback provision process if they are required to provide feedback to their peers. Students have to ponder on what their classmates can do and how they can perform better and thus, empowering them to take up a more active role in monitoring, evaluating and helping each other to reflect on their performances. Introducing peer evaluation is deemed to be a viable solution as scholars such as Sadler (2010) and Topping (2010) suggest that peer evaluation is relatively easier to be facilitated and guided by teachers when compared to self-evaluation which demands learners to have high self-regulative capacities (Yan, 2021) and a motivation to evaluate abilities and make adaptations to their own learning strategies (Carless & Boud, 2018). This means can be viably conducted during the SBA practice in which there is usually more time for more detailed feedback provision from teachers and, if possible, from the students' counterparts as well.

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### 6.3. The factors attributing to and the solutions coping with the inability of cultivating students' metacognition with the feedback

As for the inability to cultivate students' active metacognition with the feedback, this problem may be attributed to the ambiguity of the guidelines and the teachers' inadequate understanding of the assessment concepts. This relationship is being demonstrated in table 6.3 below.

<b>Quantitative finding</b> (i.e., the deviation between curriculum intentions and the reality)	<b>Qualitative finding(s)</b> (i.e., the factor(s) that influence the effectiveness of feedback provision)	<b>Solutions</b>
Inability to cultivate students' metacognition with the feedback	1. The ambiguity of the assessment guidelines 2. Teacher's inadequate understanding of the assessment concepts 3. Limited feedback literacy from students	1. Provide clearer assessment guidelines 2. Ask students to submit recorded SBA practice through Google Classroom

Table 6.3. The quantitative and qualitative findings gained to address the inability to cultivate students' metacognition with the feedback

As mentioned in the previous session, teachers are particularly confused about whether feedback should be given and how deep the feedback should be. Failing to have a full grasp of how feedback should be provided, some teachers may prevent offering feedback to students. Worse still, as Michelle suggests<sup>24</sup>, this problem may be exacerbated in government schools

<sup>24</sup> While the examination guideline has not clearly articulated the content of the feedback (i.e. how deep the feedback should be), it does highlight that teachers ought to “give feedback to help students do better in their assessment task” (HKEAA, 2021, p.39) and thus, Michelle's claim may be attributed to her misunderstanding or her lack of acquaintance with the examination guidelines. Yet, given that loopholes can actually be found in the

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where teachers often tend to dodge any grey areas and act more conservatively in face of uncertainties.

In addition, teachers may also fail to learn that in the formative assessment that is envisioned by the HKEAA, feedback goes beyond the development of students' knowledge or skills as it should also direct and nurture students' capabilities for "independent judgment, problem-solving, self-appraisal and reflection" (HKEAA, 2021, p. 25). However, without the changed mindsets and the attention to the intricacies of how formative assessments are contemporarily conducted, Lam (2008) suggests that the re-conceptualisation of feedback risks remaining on a small scale and with individual enthusiasts and therefore, failing to help cultivate students' metacognition with the feedback.

Apart from the institutional loopholes and limited changed pedagogical mindsets, students should also shoulder the responsibility for being unable to develop metacognition to harness their feedback received. According to the interview findings, students' limited feedback literacy mainly stems from the fact that they are unprepared for taking responsibility to reflect on and use feedback and a minority of them may seem to be sceptical about their teachers' comments. It is foreseeable that students also fail to understand feedback is a dialogical process in which they are also encouraged to communicate with their teachers to reconcile their different perceptions with regard to their assessment performances (Carless, 2016; Prowse et al., 2007; Yang & Carless, 2013). If feedback is transmitted through one way and students predominately rely on their teachers for feedback provision, this will inevitably inhibit their

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assessment guidelines (i.e. the content of feedback, how deep the feedback should be), the attribution that they are ambiguous may still be deemed as a valid claim.

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capacity to make informed judgements and refinements on their learning strategies (Nicol & Macfarlane-Dick, 2006).

To address the aforementioned problems, it is agreeable with the interviewed teachers' suggestions that HKEAA should give clearer guidelines by adding an explicit session in the assessment handbook about how teachers should provide feedback—for example, the content, methodology, frequency and even adding some feedback exemplars written by the HKEAA—to enhance teachers' feedback literacy in feedback provision. According to scholars like Prowse et al. (2007), the provision of clear assessment guidelines and disciplinary exemplars can facilitate learners' uptake of feedback and the “prospects of improvement from one task to the other” (p.440). Besides, as proposed by Lucy, teachers may also make good use of the e-learning instruments to ask students to regularly record their SBA practice and later upload them to online platforms such as Google Classroom where both students and teachers can review the video clips and engage in discussions to facilitate constant reflections and evaluations on the pupils' performances from time to time. While it may not be viable to ask students to record and conduct group discussions on their own, this approach is especially valuable to provide more opportunities for learners to receive feedback and to conduct more practice before attending the actual individual presentation assessment of SBA. After all, it is anticipated that this recommendation can help enhance students' metacognition, guiding them to leverage on their strengths and making good use of their teachers' feedback to devise remedial strategies to overcome their weaknesses.

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#### 6.4. The factors attributing to and the solutions coping with the failed capacity to attend to students' socio-affective needs with the feedback

In respect of the inability to attend to students' socio-affective needs, this deviation may be caused by the insufficient time for feedback provision and, again, the teachers' inadequate understanding of the assessment concepts, as demonstrated in table 6.4 below.

<b>Quantitative finding</b> (i.e., the deviation between curriculum intentions and the reality)	<b>Qualitative finding(s)</b> (i.e., the factor(s) that influence the effectiveness of feedback provision)	<b>Solutions</b>
Inability to attend to students' socio-affective needs	<ol style="list-style-type: none"> <li>1. Time constraint for feedback provision</li> <li>2. Teacher's inadequate understanding of the assessment concepts</li> </ol>	<ol style="list-style-type: none"> <li>1. Reduce the class size</li> <li>2. Reduce the number of classes an English teacher needs to take up</li> <li>3. Organize more on-the-job training for frontline teachers</li> </ol>

Table 6.4. The quantitative and qualitative findings gained to address teachers' feedback failed capacity to attend to students' socio-affective needs

Teachers may not fully understand that quality feedback provision, as envisioned by Yang and Carless (2013), involves the interplay of not only the “cognitive and structural dimension” (p.287) but also the “the social-affective dimension” (p.287). In other words, feedback in its most productive forms is experienced as a social and relational process within a trusting atmosphere that can help promote learner agency and self-regulation. This is also supported by Sadler (2010), arguing that feedback that takes care of students' socio-affective needs can support relationships, the uptake of feedback and promote positive learning dispositions.



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To address this problem, apart from the aforementioned recommendations such as reducing the class size and the number of classes teachers need to take up so that they can have more time to attend to students' socio-affective needs through providing more quality and detailed feedback, it is also suggested that HKEAA should offer more on-the-job training to frontline teachers. The provision of more pedagogical support is essential as how scholars regard the role that feedback plays in formative assessment has been ever-changing. Gone are the days should feedback merely carries the function of information transfer to clarify misunderstandings (Carless et al., 2011) and be delivered via teacher-controlled forms (Sadler, 1998), a more constructive pedagogical view indeed proposes that the feedback provision process should allow learners to communicate their frustrations (Carless & Boud, 2018; Yang & Carless, 2013; Sadler, 2010) as well as employ affective strategies so that students can have their anxiety lowered and can realize the progression they have achieved to enhance their linguistics self-confidence and self-worth (Raoofi et al., 2012; Yang & Carless, 2013). However, as one of the interviewed teachers points out, many experienced teachers who received their teacher training 20 to 30 years ago are not aware that the successful implementation of SBA necessitates a reconceptualization of how they view and provide feedback to students. This, therefore, makes the provision of on-the-job training such as the organization of short courses that are held in partnership with universities essential. After all, as Yan (2021) suggested, teacher training is of paramount importance in instigating a paradigm shift in assessment practices and promoting enhanced teacher professionalism.

## 7. Limitations

The research aims to be conducted via a mixed-methods approach. Though the quantitative study just accounts for a limited proportion<sup>25</sup> of this paper, it would still be argued that a larger sampling size, in comparison with only 31 teachers who completed the questionnaire study, is more appropriate if a quality quantitative research that emphasizes the representativeness of the sample has to be achieved. The limited sampling size may also hinder the generalizability of the research findings, leading readers to doubt whether the result, i.e. the deviation between the curriculum intentions and the reality with regard to feedback provision in the English SBA, is a reflection of regularity or contingency. It is suggested that the sampling size should be expanded if similar research is to be conducted in the future.

## 8. Conclusion

This paper is a first-of-its-kind in Hong Kong, if not in the international scholastic community, to set its sights on examining the feedback provision practices at the school level in which most compulsory education takes place and in a much-unexplored context, i.e. the English SBA, a controversial formative assessment that has been incorporated into the city's reformed public examination since 2012.

Despite its well-intentioned design, it is clumsy in its implementation. Changes envisioned in the assessment and feedback provision practices are only adopted superficially, leading to the mismatches that are found between the curriculum intentions and the reality in this research study. These deviations reflect that the teachers' feedback has a lack of timeliness and features

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<sup>25</sup> i.e., the employment of which can only be seen in one of the three research questions.

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a limited capacity to help students develop active engagement and metacognition and attend to learners' socio-affective needs.

With a few to addressing the current loopholes, it is therefore strongly recommended that the curriculum development and examination authorities must provide reinforced support to enhance frontline teachers' acquaintance with its guidelines that are stipulated in line with international trends and contemporary theories of education. As for front-line teachers, they must realize that, for the benefit of their students' learning and the quality of their teaching, they must uphold a growth mindset and get rid of their cynicism and apathy to get those good assessment practices enforced.

This paper just marks the beginning to examine the feedback practices of the English SBA. Given that feedback in its most productive form has to be performed through a dialogical process, how students engage with the feedback they received deserves to be examined in future studies. It is, therefore, recommended that future researchers can also explore and review students' feedback orientation in the SBA, the barriers that hinder student uptake of feedback and purpose recommendations to enhance student feedback literacy. It is believed when more research output in relation to this topic is generated, a corpus of research evidence can be developed to provide a more holistic account concerning the effectiveness of the English SBA on students' learning and to devise effective and situated supporting measures that can advise the better development of language assessment policies and practice.

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## Appendix 1

### Questionnaire Questions

*The research question that this instrument will respond to:*

*- To what extent do teachers comply with the curriculum guidelines when they provide feedback to students in the English SBA of HKDSE?*

#### Part A) Personal details

##### 1. What is your gender?

-Male/ Female

##### 2. What is your position in your school's English Section/ Department?

-Subject Panel

-Deputy Subject Panel

-Coordinator of the Cohort

-Teacher

**Part B) To what extent, do you agree that your provision of feedback in the School-based Assessment of the Hong Kong Diploma of Secondary Education (HKDSE) Examinations for English Language can match with the following criteria? (Strongly agree, Agree, Neutral, Disagree, Strongly disagree) (5-point Likert scale)**

My provision of feedback can:

1. Identify students' flaws in their learning performances, strategies and skills
2. provide concrete description of students' attainment (i.e., helping students understand what they are learning, what they have achieved, what is expected of them)
3. Analyse the strengths and weaknesses of students' performances
4. Give students directions with adequate and specific details for improvement/reinforcement (i.e. how to build on their strengths and address their weaknesses to make further improvement)
5. Be given in/ after every planned SBA assessment activity as soon as possible
6. Diagnose students' performance in relation to criteria rather than how other students perform

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7. Allow students to ask questions about specific aspects of their progress after each planned SBA assessment activity
8. Require students act on your feedback given
9. nurture collaborative and mutually trusting teacher student and peer relationships
10. show sensitivity to students' emotional responses and psychological needs;

**Part C) To what extent, do you agree that you can conduct the following measures of developing students' metacognition and active engagement with the feedback you provided in the School-based Assessment of the Hong Kong Diploma of Secondary Education (HKDSE) Examinations for English Language?** (Strongly agree, Agree, Neutral, Disagree, Strongly disagree) (5-point Likert scale)

My provision of feedback can:

11. Guide students to set personalised learning goals
12. Facilitate students to formulate plans to attain their goals
13. Help students monitor their own learning performance and strategies.
14. Provide assistance for students to reflect and evaluate their learning performance, progress and strategies.
15. Develop student self-regulation through inducting students to the multiple purposes of feedback and their active role in using, generating and processing feedback.

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## Appendix 2

### Interview Questions

*The research question that this instrument will respond to:*

- What are the factors that influence feedback provision from teachers to students in the English SBA of HKDSE?
- What are the possible suggestions for optimizing feedback provision so that students' learning can be enhanced in the English SBA of HKDSE?

#### **1. Can you briefly explain how your school conduct the School-based Assessment of the HKDSE Examinations for English Language?**

- a. How many rounds of training/practice opportunities will be given to students before having the actual assessment of part A and B?;
- b. Will feedback be given after every round of practice/ assessment?
- c. In what form(s) (*e.g. audio-recorded or written feedback*) is/are the feedback be given to students?

#### **2. Do you agree that the provision of feedback is crucial in facilitating students' learning in the School-based Assessment of the HKDSE Examinations for English Language? Or do you think the provision of feedback is redundant/ unnecessary? Why/ why not?**

(The factors that influence the provision of feedback during the SBA assessments)

#### **3a. What is/are the biggest problem(s) you have met when you provide feedback to students in the English SBA? (you can give more than one reasons)**

#### **3b. Where does these problem(s) originate from?**

- e.g. Lack of good relationship with students
- e.g. Institutional barriers (i.e. the way sequences of SBA tasks are designed, large class sizes, lack of time, resources, and incentives)
- e.g. Student-related barriers (students may be sceptical or unprepared in taking responsibility for generating, reflecting on and using feedback)

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e.g. Inadequate teacher training/ lack of institutional support (teachers are not clear about what the good practice of feedback should be)

*(the above possible factors can be provided to the interviewee if he/she requests for more support in answering this open-ended question)*

**3c. In your opinion, what can be done to tackle the problem(s) you have just raised and may improve the provision of feedback to students in the English SBA?**

*\*\*\*if the interviewee offers more than one answer (i.e. more than one problems he/she has encountered in the provision of feedback) in 3a, the interviewer should keep asking question 3b and 3c in order to obtain a more comprehensive answer and to deepen the discussion*

(whether the CDC's ultimate goal of extending "assessment for learning" to "assessment as learning" can be attained)

**4. Do you think you can develop students' metacognition and active engagement with the feedback you provided when conducting the English SBA? Why/ why not?**

**5a. What is/are the biggest problem(s) you have met when helping students develop their metacognition and facilitating their active engagement with the feedback your offered?**  
(you can give more than one reasons)

**5b. Where does these problem(s) originate from?**

e.g. Lack of good relationship with students

e.g. Student-related barriers (students may be sceptical or unprepared in taking responsibility for generating, reflecting on and using feedback)

e.g. Inadequate teacher training/ lack of institutional support (teachers are not clear about what is the concept of "assessment as learning" and how "assessment as learning" should be promoted)

*(the above possible factors can be provided to the interviewee if he/she requests for more support in answering this open-ended question)*

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**5c. In your opinion, what can be done to tackle the problem(s) you have just raised and may improve the provision of feedback to students in the English SBA?**

*\*\*\*if the interviewee offers more than one answer (i.e. more than one problems he/she has encountered in the provision of feedback) in 5a, the interviewer should keep asking question 3b and 3c in order to obtain a more comprehensive answer and to deepen the discussion.*

(General comments/ suggestions)

**6. Do you have any further comments/ suggestions concerning the provision of feedback in the School-based Assessment of the Hong Kong Diploma of Secondary Education (HKDSE) Examinations for English Language?**

### **Appendix 3 Interview Transcript with Austin**

Okay, great. Thank you. Okay. So thank you so much for your information. You are invited to participate in a project supervised by Dr. Yanzi and conducted by me. I am Carlos Chow so we are affiliated with the Department of Curriculum and Instruction in the Education University of Hong Kong and the project title or the title of this research study is to conduct an analysis on a provision of feedback in the school based assessment of Hong Kong Diploma of Secondary Education examinations for English language.

We would like to explore whether there is a deviation between the benign curriculum guidelines and the reality. So you are contacted through my social network and once again thank you so much for your precious time to participate in this study and this is very important. I must mention to you there are no potential risks for you to participate in this research study. Your participation in this project is voluntary and you have the right to review the audio recording of the interviews as well as the interview process if you feel uncomfortable or if you feel uneasy. So if you have further information about the study you can contact me via email or via my telephone number. Yes. So if there's no problem without further ADJO we will start our interview now.

Sure. So altogether there will be six questions. Okay, six open end questions. And because there are no time restrictions or there are no time restrictions per question. So you can feel free to answer as long as possible, in depth as possible without further delay. Let's start with the first question. Can you briefly explain how your school conducts the school based assessment of the Hkvsse examinations for English language? Let's do with part A first how many rounds of training or how many rounds of practice opportunities will be given to students before having the actual assessment of part A or part B and part B.

Okay. So in my school so I would talk about the final product first maybe because these years there will be only one Mark submitted to the HKAA instead of two. So that's why either part A or part B is chosen to be the Mark. And then in our school we chose part A. Students are required to read fiction and then they are required to give a presentation for two and a half minutes. As I remember two and a half minutes and this will be the final product. And before this final product, which means the actual assessment, I guess they will be given SBA Mark in each term since form four, which means that form four they have two chances to be assessed internally, internally as practice I guess although they are the marks for the report card internally and form five, there will be also two chances as well.

One in the first term, one in the second term which means that before the actual assessment there will be four chances altogether. I guess as practice before the actual assessment. However, I won't say they are the practices because actually those four chances are related to part B mainly. Part B mainly.

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And then because we chose part A as the market that we will submit. So I think they are not exactly the same nature or context of the practice, but they are a bit related because they are still group discussions or presentation. And then the skills can also be taught, I guess. Yeah, that's great. So do you need me to give you more details about each internal assessment? If yes, I can, yeah. Can you briefly elaborate? Sure. So inform for the first time is to watch a nonfiction movie, a nonfiction movie, and then they will be asked to have a discussion on a few questions and then they can prepare before they have the discussion.

So they will be given six questions and then in the discussion they will be asked to discuss for three questions and then they don't know beforehand they would just prepare those six and then they would be asked to discuss any three. And then in the second term because they learned sports communication. So they are asked to give a presentation on Sports Hero for 1 minute second 2nd term and then inform five. So they finished two modules. One is workplace communication, one is social issue and then both of them are individual presentations. So for the workplace one they are asked to give a video resume for 1 minute and then as for the second one, social issue, they will be asked to give a 1 minute presentation on one of the issues, to analyze the issue. For example during the recent giving effects solution, etc.

Okay. So can I say in this way for form four students will be asked to do group assessments. But for form five students have to perform individual presentation. Actually for form four there is another the sport zero, which is also a presentation. Yeah. Okay. So I guess those four chances there is only one of them which is group discussion for the rest of our presentation.

Actually when I was a student in this school, it's not like that. But I guess because of Panama. So that's why everything is changed to presentation, which is can be easily handled because originally for social issues is a group discussion as I remember.

Yeah. But now it's a presentation and also because in the end for the HKAA, for the real market it's also presentation. So that's why I guess we place more emphasis on presentation. True. Okay. So let's move on to analysis. Sure.

Would that be given after every round of practice or every round of assessment? Of course, after each round of internal assessment, then they will be given a score. And I guess the score is also kind of feedback, but it's just a quantitative one. And as for the qualitative one, we will also give them some feedback but we won't give in detail. We just wrote some feedback on the score sheets and they would just get it back and that's it. Yeah. Okay. Can I delve into the comments you wrote on the spreadsheet? Sure.

In what form they are written? In other words, let me rephrase it in this way because there are different types of feedback. For example, corrective feedback evaluated feedback, motivational feedback. May I know how they were delivered to students. Okay. So it varies to different teachers I guess, because even if you don't give feedback, the title had will not check actually because the score sheets will not be assessed in the appraisal. So this one is the truth. But

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normally our teachers will still give them the basic feedback and the basic feedback will be related to some mainly something that they have done basically or something that they lack, which means the important part.

So they are more related to their performance in terms of the mode. Because I forgot those three types of feedback. They are a long way ago when I was in at you. But I guess those motivational feedback refers to some encouragement to students. Right. And this will be a bit rare because of time. We won't be able to give them this feedback for all students, but we will still do so, especially for those big candidates with students because they need it.

If we think that are giving some motivational feedback which will help them and give them motivation to improve a little bit or they have more motivation to work harder than we'll give them or those students who are a bit lazy, then we may give them some more motivation. Otherwise, for the recorded normal students or the majority of students, it's very difficult for teachers to do so.

Another 1 may be I forgot because I just know I could think of something. Yeah. But this one is very varied amounts to teachers that's understandable. Okay. So I guess you have also answered some questions C as well, right. In what form is all the feedback be given to students? So as you have mentioned, it should be written feedback, right? Yeah. Written mainly.

Yeah.

Because it's so difficult to have time to have other forms and also we'll do all the things within the time they have the performance. And if it is the assessment for submitting the marks to DSE, then we will do a bit more. But normally it will just give the marks and feedback within the time when they perform. We won't have time to tie up the feedback after the sections. Yeah, that's totally understandable. Let's jump to the next question. Do you agree that the provision of feedback is crucial in facilitating students learning in the school based assessment of HK DSE for English language? Or do you think the professional feedback is redundant or unnecessary? Why or why not? Actually I am not quite sure how to answer this question, but I would take the professional feedback as the feedback from each time of practice.

Maybe I would say yes, because every time when we give them feedback, we are letting them know which things they have done well and also which kind of things they have to improve. And all these are reinforcements if they have done something good. And also everything is about letting them learn what kind of things they need to do a bit more. So this is a kind of learning and this is a kind of continuous learning.

It's a formative assessment, I guess, in this way. And as I said, because in the end they are asked to give a presentation. So the feedback on those presentation on sports, cereal or social issues or the resumes, they are also presentation so they can learn some skills from the presentation, for example, some body language or how they can structure the speech and also how they try



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to improve their fluency, et cetera. Yeah. Okay, great. Thank you so much for your view. So for question three, let's do part A.

First, what are the biggest problems or problem you have met when you provide feedback to students in the English SBA? I would say there are a few. I'm not sure if A and B are similar. Oh, yes, this one is a problem. First, for part A and for part B, you can also because I guess B are those problems.

Just feel free to talk about the problems. Maybe. Yeah. For example, as I said, the time can be one of the things because it's presentation. And for example, they are asked to give a 1 minute speech and then within 1 minute you have to give feedback to everything to every student and then after that you have another because you have a large class size as well and then you don't have any time. So I think the time constraints within the performance is one kind of thing. And also the time that you have to tie the feedback is another thing.

After the discussion, after the performance.

Yeah. The training is also a kind of thing because we need to think if it is new to me and for the first one to two times, I guess it takes more time to think of the rebukes. But when time goes by and you don't need to have the Rebecca. Yeah. And then it saves more time. And one more thing is very important, which is about whether I have some experienced teachers who can coach me because this is subjective and you need to learn from some experienced teacher and if there is no one to learn from, then it's a big problem.

Apart from the viewpoints you have mentioned, do you consider these highlighted points are also applicable to your case? Lack of good relationship with students, the institutional barriers I think you have already mentioned. Yeah, I mentioned some. I guess relationship is not a problem because I just gave written feedback. And then anyway, even if I don't have relationship with the students, they will kind of read it from the written form, I guess.

Will your students be skeptical or unprepared in taking responsibility to reflect on or to act on your feedback? You mean they don't agree with my feedback? Yes. And will this issue affect your view or your motivation or your momentum in providing feedback? In my case, I think this is not a factor in my case because I think I can convince them and also they trust me. So that's why I don't think they will be very skeptical about my feedback and I will usually explain to them and then let them really understand why it is like that, and then that's why they are convinced of themselves as well. So that's why this is not one of the points or factor that affects me, but rather I think I would always think if my marks will be too lenient or strict compared to the other experience teacher. So I think experience teacher is a big factor to me because I'm kind of new. And then sometimes, you know, that Rubiks from HKEAA are actually not very clear, even though they wrote a lot of clear sentences out. But they are not very clear and they are also subjective to some extent.

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So what does it mean by a large amount of blah blah blah or always or occasionally? So all these are subjectives, I guess. And all these are learned from some experienced teacher, I guess. And if I give a Mark status too linen or straight, then it affects the whole standardization and that's a big problem, I guess. Okay. Thank you. So you have mentioned whether or not there are experienced teachers with you, and you have also mentioned there are quite some institutional barriers in which teachers often find they don't have adequate time to provide feedback or the time to tidy up their feedback, maybe some potential obstacles that might deter the teacher to provide feedback effectively and smoothly. So in this connection, may I ask in your opinion, what can be done to tackle the problems you have just raised and may improve the progression of feedback to students in the English SBA? Of course, standardization is a must.

Yeah, because I did once only for the realm of submitted to HKA. But in fact, I guess this should be done for all internal SBA because they have values to improve the students performance. However, it's not possible because everyone is so busy.

It will be a big problem. It will be a big problem if we do standardization every time. Okay. And also the other teachers are experienced teachers, so they don't want to spend time on only like coaching me. They have to stand it themselves already because they are very experienced and they have been coworking for so many years and sometimes they don't have to talk and they have to send it themselves already. But if there are new teachers like that, then they need to spend time on me to standardize with me. So they will be willing to do so.

But it can't be done for a lot of times because it takes so much time. Yeah. This can be one of the things. And then if we have more standardization, I guess it will be fairer and then I guess it can help solve the problem because it will also be more familiarized with the rubrics as well. After that, I guess in terms of the time, it's very difficult for me to suggest what can be done because everyone knows that the solution is to reduce the workload. The other thing, you have more time to work on this SBA stuff. Right.

Or the marketing. But this is not feasible anyway. Not feasible. And also comparatively, I guess it's not that important to put time on SBA because the other papers are more important.

Also the effect on helping students, I mean, the feedback is not directly affecting how they perform later because they can get the feedback. But after oral speaking requires a lot of training instead of just a few perspective.

Okay. So may I ask in this way if HAEA hires some experienced teachers, say like retired teachers or senior teachers to work as trainers, will this practice help improve the professional feedback or enable teachers to be more effective in delivering feedback to students? You mean HKA gives us some training? Is it something like that? Yeah. If they do more provide more supportive online teachers, especially to teachers, I guess. Yes, definitely. I actually attended a talk before and also they had it once a year. They had one section, they called it section or

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workshop, and then they gathered teachers from different schools and then each school needs to send at least one teachers to there and give them some posts and they need to do the standardization together among schools. So they did it once every year and I'm very lucky to have this chance to go there.

But it takes time. It takes half of a day and I can't have lessons for half of a day.

But it is helpful because you can see how the teacher in charge or the people who are in charge of SBA tells you the rubrics or comment on how you Mark. For example, we gave a sample of our school and then we were criticized that the speech is too short after that when we went back then for the next year, we need to lengthen the speech or give students more time to speak. Then all these are some helpful tools for us to adjust the assessment. And also we have a better and also clearer rubrics to Mark students performance to give them sort of feedback. You can say so in terms of the score or some qualitative feedback, but I would say it takes so much time, so it's not very feasible as well. Normally teachers don't want to go there because it takes so much time. Yeah, I pretty much understand.

Thank you for question four. Do you think you can develop students met the condition? An active engagement with the feedback you provided when conducting the English SBA here means whether or not students can help students or guide students to device some plans so that they can self regulate themselves to drive a continuous improvement in their learning. They are conscious about their areas of improvement, I guess, right? Yeah. Thank you for explaining the terms because it's a long time not taking these terms in.

I would say it depends on students. True.

If they are very motivated already, then they will take all the feedback consciously and also they will actively improve. However, the majority of students will just read and then that's it. Yeah. So I won't say it won't develop their matter Commission. To some extent it will be. But I think this is not the direct relationship or there is something that we need to do before this. We need to let them intrinsically love this language or this subject before having all these feedback, giving them to be useful.

That is a very insightful intrinsically.

I think it's not just SBA but writing as well.

Actually all feedback from teachers, not just English. I guess this is the learning stuff. Yeah.

Totally agree with you. Okay. So for question five, that is the last two questions. What are the biggest problems you have met when helping students develop their meta condition and facilitating the active engagement with the feedback you offered? Yeah. I think you can concentrate on this with phrase active engagement.

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You mean the engagement in spa, I guess, right? Yeah. Again, there are also some guidelines.

These are the guidelines and see whether these factors are applicable to your case or not. Okay.

Yeah. I would say relationship matters in this case.

So for me I don't have this problem because I have good relationship with students and then I think this acts like a motivation for them to do a bit better.

Not a lot.

I guess it's about a generation in our generation. I think we will take it more seriously if the teachers pay a lot of efforts. I don't know. I'm the one who will be affected if the teachers teach very seriously and then I will really take it very seriously. But nowadays they will take it a bit more seriously, but not as much as you expect. I guess one of the problems is whether the score is really affecting their DSE or not. So even if the assessment that we will submit the score to XPA, then they will take it very seriously.

But if they just know that the score will be treated internally, then they will not do some of them. I mean, not true.

Billy, I think there are some technical hiccups Billy, can you hear me? Hello? Billy? Billy, I think the sum just got froze.

I think you might need to reenter the sum again.

Hello, Billy.

Hi. Sorry. Hi. Sorry. Paul, do you mind if I don't show my face because my room is dark now. No problem. No problem.

Yeah.

Up to the point in elaborating whether the score will be submitted to the HKEAA or not.

Yes. If the score is not being submitted, then they will not treat it very seriously. And they think that they have busy enough and they have a lot of SDA of different subjects. So that's why they don't want to put too much efforts on this, even if it is internal. Yeah. And then the last one is concept for me. I will understand the concepts or how assessment is learning can be, but I don't know if all teachers will because some experienced old teachers in the last generation, they may not understand, they may not understand this concept for a new generation.

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I guess most of the people understand, most of the teachers understand.

But I think you can also predict that in the curriculum guideline in the curriculum booklet, the concept of assessment as learning is intended to be introduced in the essay. I know. That's why I want to discover and to explore whether there's a deviation, what is being advocated, and what is actually implemented in reality. But I would say this is actually not something that we emphasize because we really don't have time and usually we treat it like, oh, we have a Mark that we have to submit and that's why we need to do it. Instead of taking this as an opportunity to teach students how to give presentation, even if they have the real book sharing assessment, then after that they don't need to have any presentation skills, they don't need to have any presentation. Then why? This is an assessment as learning. So after that they need to have DAC and DAC.

They don't need any presentation except the individual response. But it's actually not the same. They are different. So I guess it's not doing the things that is advocated and it's just a waste of time.

It's a waste of time because at least they will learn something. But it's not linking with DSE, I guess. Yeah, I totally understand. So in this connection, because question C is inquiring about what can be done to tackle the problems you have just raised and may improve the provision of feedback to students in the English SBA in order to correspond to what you have mentioned. May I reframe my question in this way, will having a health rating of the English SBA help improve the way students and teachers treat the way they act on and they provide feedback? Yeah, because you have 20%. So teachers think it is a waste of time and the student won't treat the SB assessment seriously because of the waiting. It won't affect the final and the ultimate grade of the HKD definitely the waiting effect.

Definitely.

But another thing that can be a concern is about the time. So if it takes more percentage, but the other papers takes less percentage, then should we also spend time on the other papers? But if you ask me, I think the other papers are also important in English learning, then it's actually a concern as well. But of course, if you raise this waiting, it definitely affects because they have more extremes and motivation.

Yeah, people are you can say people are material.

Yeah. So I hope it helps answer your question. Okay, so here comes the final question. Do you have any general comments or suggestions concerning the professional feedback in the English spa? I have no idea. Because I guess things are changing and just like these three years, the whole SBA can be changed and also can be simplified. And in the future, then how can it be run? I think it's something that we can't expect and also predict. Especially we don't have eight more jewels anymore since 2024 DSE in writing.

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We don't have those modules anymore. And I'm not sure if the guidelines of the curriculum still includes those eight modules in part B like that. I haven't checked in 2024 DC. But if those modules are not included in DSE writing, then they will further have less motivation to study or there is a lack of linkage between DSE and also SBA.

And also in terms of feedback given because if we are emphasizing assessment as learning, then should we have an assessment in school that can be well linked with what they are going to have in DC or they have two separate things? So this is the questions. And also I think it's very difficult for school to design the whole assessments because if we don't have a module then for part B, then we don't have space approach anymore. Then it's a bit difficult for teachers to design the assessment. And you know that if we have the internal assessments, then it helps them to be better in the real world then anyway, everything needs to be reconsidered. I'm not sure if it is a bit messy, but this is something that I can think of in terms of how the assessment will be designed with all changes in the curriculum or the education system.

Okay, yeah, it's pretty clear because I can catch the few points you have mentioned.

Thank you very much for your participation.

Yeah, it definitely helps me in conducting through the analysis. So thank you once again, no problem. And the recording now.

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#### **Appendix 4 Interview Transcript with Maria**

Okay. So before we start the interview, I was asked to read out some important information to you first. So let me do the screen sharing.

Okay. So thank you once again for participating in this.

This is the information sheets you need to be aware of, and I was asked to reach out to you. So you are invited to participate in a project supervised by Dr. Yanzi and conducted by me who are staff and student of the Department of Curriculum and Instruction in the Education University of Hong Kong. And the aim of this study is to explore whether there are any deviations between the curriculum guidelines and the reality where teachers provide feedback to students in the English SBA and the factors that influence the provision of feedback from teachers to students in the aforementioned assessment, as well as the possible recommendations for optimizing the practice of feedback provision so that teachers can show that education practitioners can better enhance their practice when providing feedback to students when conducting the English SBA assessment. So all in all, it takes around 20 to 30 minutes to complete the whole interview process and you are contacted through the investigators. That is my personal social network. So this is very important because there are no potential resist for you to participate in this research study and your participation in the project is totally voluntary and you have the right to review the audio recording of the interviews.

So that's it. If you would like to know more information about this study, you can contact me via what's up? Or via my email through this email address. So that is the information sheet I need to read to you. So without further ado, let's begin our interview. So there are total altogether six open ended questions for this interview study and because there are no time restrictions for answering each question. So I aim to elicit your response as in depth as possible.

Let's begin our interview now. So question one, can you briefly explain how you have conducted the SBA assessment in your school? Let's start with question A. First say, like how many rounds of training or practice opportunities will be given to students before having the actual assessment of SBA.

Now if I remember correctly, say if I have to conduct a real assessment and then there will be a practice or we call it a rehearsal beforehand and the rehearsal or the practice will take the form of an internal examination.

For example, again, we should have the actual assessment in form five in form six as suggested by the HKAA. But the point is when we have the sorry, just a moment.

The real actual assessment should not be taken in full because the students were not very familiarized with the whole assessment system. That's why I think, say, if we are going to take the individual presentation assessment in the first term of 45, then we will have the practice or



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the rehearsal. Okay. Taken as the form of an internal examination, in the form for final examination. Okay. Then the students will be very alert or the students will be very careful with what they have learnt, informed for, and then they will put what they have learned during this examination into practice, while during the actual assessment. I'm not sure whether you understand why.

I mean, because, frankly, again, we were a little bit tricky because for the real assessment, teachers participation should not be so great and we should not teach or we should not help or we should not guide students in greater detail.

But the point is, our students were a little bit less able and they need our help, and they should.

But we can help them to get well prepared for the internal examination, so we can help them how to do a better individual presentation, do a better group interaction, and then we can give them much more feedback afterwards. So you may say, okay, at least one rehearsal or one purchase before the actual one. Okay. It's okay.

It's very detailed in that. Yes. So you have mentioned that teachers involvement or interference or participation should be kept to a minimum. So in this connection, may I confirm or may I cross track with you? Will feedback be given after every round of practice? Sure. Great. Thank you. So may I know in what forms say, like, whether the feedback will be given in an audio recorded form, or will written feedback be given to students every assessment in order to better facilitate the whole process of giving back their feedback? The simplest one is just verbal feedback, right after the examination, right after the practice.

Okay. Thank you so much. So let's jump to question two. Do you agree that the provision of feedback is crucial in facilitating students learning in the English SBA, or do you think the professional feedback is redundant or unnecessary? Why or why not? Well, of course, this is very crucial, and the students were very conscious when they know that this is their public examination assessment. So if we are going to give them the feedback for their practice or for their rehearsal, they understand that it will be beneficial to them if they have to improve themselves. If they have to do better in the real one, they will be very conscious and they pay more attention. Okay.

To our feedback. Okay.

Everyone is realistic, right? Okay. So you have mentioned that because students know that it is their public examination. So they will value the feedback given by the teachers because they also recognize that the feedback can drive their continuous improvement in learning. Right. So, yeah. In this connection, further in depth about whether you have encountered any problems or struggles when providing back to students. So let's move on to question 3.



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May I know what is the biggest problem or the biggest problems you have met when you provide feedback to students in the English SBA, you can see that there are some options for you to choose under session three B, so I would like to briefly read out them to you first. It's okay.

I can allow you to do well. When I glance through the list, I found that maybe the lack of time and the class size are the biggest barriers.

Can you imagine if we have 30 students in a class and then say after the individual presentation practice or rehearsal, and then we will give them a little bit verbal feedback? Okay. Say in 1 minute it takes up at least roughly more than 30 minutes or roughly an hour to do so.

But if we don't do it immediately after the practice, the students won't remember what they had done and then we can't correct their mistakes or we can't make them know what they can do to improve their performance. So I think the time constraint is the biggest one. Okay, so yeah, you have mentioned the lack of time. The time constraint is the fact that students started that may hinder teachers to provide feedback to students. Okay, yeah, I totally understand. So in your opinion, what can be done to tackle the problem you have just raised and may improve the provision of feedback to students in the English SBA? Frankly, I can't think of any solutions to this problem.

Again, that's the usual jobs of teachers, no matter whether it is the SBA assessment or whether it's just a regular oral practice, what we need is more interactions with students and tell them what they can do. And I remember when we had the practice before, the students taking the actual oral public examination paper 4 and then we asked the students to come back to schools to have the practices and they were very eager to do so and they were very hard working and they do it very sincerely. And then, frankly, I treasured that moment the most because I think it's very fruitful because students really care about what they have to do. And then we think that it is more valuable than the usual teaching learning in class during the senior secondary school years. Frankly, true.

If I ask my question in this way, if the syllabus of DSE be reduced, syllabus content of the DSE be reduced, will it help solve the problem just raised by you? Will it provide more time and more room for teachers to overfit back or to conduct the SBA assessment? I know that some teachers comment that they don't like the SBA, the whole format of the SBA, but I did treasure this one. I did think my students performed quite well or performed quite sincerely during the practice and the actual assessment.

They didn't care too much about the internal examination unless we said that it is for the public examination results. It's something to do with the public examination results. And at that moment they are very sincere and they really learn something very seriously. So it doesn't matter whether you mean the curriculum or the formal curriculum should be shortened in order to give some time to the SBA. So I think it's okay and nothing should be changed. But I read

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the latest changes. Students are only required to do one individual presentation and one group interactions.

Right. Okay.

And then I think it's fine.

Okay. Thank you for your comment. So let's move on to question four. Do you think you can develop students master connection and active engagement with the feedback you provided when conducting the English SBA? Why or why not? For the word a matter of condition. Here it means whether or not you can have students calculate a sense of awareness or responsibility to devise their own plans really respond to sorry, the screen just got a little bit.

I think, frankly, the positive effect of the feedback given by the teachers are not confined to their SBA assessment only, and they understand that it will be beneficial to their overall oral performance in the examination.

Well, yeah. So as you have said, once students recognize the meaning of conducting SBA, they can cultivate a sense of responsibility as well as an awareness in having a momentum to device their own plan to drive continuous improvement in their learning. Right. So the recognition of the value for conducting the SBA is very important, as you have suggested. Okay. So let's move on to the last two questions. That is question five and question six.

Let's begin with question five. First, what is the biggest problem or the biggest problems you have met when helping students develop their metal connection and facilitating the active engagement with the feedback you offered? Again, there are several options for you to opt for in question five. B say like a lack of good relationship with students, there may be some student related barriers. For example, students may be skeptical or unprepared in taking responsibility for reflecting on and using feedback. And there may be factors like inadequate teacher training or lack of institutional support. Say, like teachers are not clear about what is the concept of assessment and learning and how assessment and learning should be promoted in the English SBA.

Sometimes I think the biggest problem may be the foundations of the students. Even though they knew that my students again, they knew what the problems they have, they couldn't self correct the problem.

They knew that they should say, eye-contact during the individual presentation or they should be more confident. They should speak up. They couldn't do so because they think that they are unable to do so or they have a little bit, they have weak foundation. They are not confident enough.

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Well, sometimes you understand that we know what the problems we have, but we couldn't help correcting it true.

That's what I always think.

True. So you have mentioned that the low command of English or the weak foundation that the students have as well as the low self esteem that they have maybe major barriers in helping students develop their mental condition and they know how utilizing to improve their learning. Right. So yeah. Thank you so much for your insight and I think you have also addressed question five C right. In your opinion, what can be done to tackle the problems you have just raised and may improve the provision of feedback to students in the English spa? So I think you have just mentioned that how to solve the problem. I always think that the encouragement or the reinforcement by the teachers are important.

Teachers should let students know that they can do it no matter whether it can be done very well or if the students have make a slight improvement you have to let the students know they are doing well. Very well indeed. And then boosting their confidence in using the language. In acquiring the language is important. Language acquisition is a kind of showing confidence. Nobody can master the language very well. No one can master foreign language very well.

But if you give them some encouragement, reinforcement and letting them know that making mistakes is a very common, normal process of learning a language. Okay. It's okay.

Thank you. So am I right? Apart from evaluated feedback as well as corrective feedback, you also value the importance and you also value the profession of giving our students motivational feedback as well.

Some motivational feedback is very immediate. You can see the immediate effect of praising the students or letting students know that or appraise the students in public.

I think it's a very strong motivational factor.

Sure. Okay. Let's go to the final question. So it's a question that asks us for your overall comment on the implementation of the SV assessment. Okay. So do you have any further comments or suggestions concerning the provision of feedback in the English spa? Since I have left it, the field was quite a few years at the moment. No.

But generally speaking I like this form of assessment because I can see the seriousness of the students.

Yeah, that's the end of the interview starting. So thank you once again for participating my study so I stopped the recording now.

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## **Appendix 5 Interview Transcript with Ruth**

Would you put the recording on the Internet? I mean, for the school Internet later or just for your dissertation? Just for my dissertation. All right. Yeah. Yeah. It won't be discussed. No problem. It's okay.

Yeah. Thank you so much. So before we start the interview, I was asked to read out something to you first. Okay. No problem. I totally understand. Yes.

Because there are some formal procedures. So can you see my screen now? Yes. Okay. So thank you so much. So you are invited to participate in a project supervised by Dr. Yenzi and conducted by me who are staff and student of the Department of Curriculum and Instruction in the Education University of Hong Kong. And the aim of the study is to explore whether there are any deviations between the curriculum guidelines and the reality when teachers provide feedback to students in the English SBA, as well as the factors that influence the provision of feedback from teachers to students in the English SBA, as well as the possible suggestions for optimizing the current practice of feedback provision so that education practitioners can enhance their feedback practice can enhance the practice of providing feedback when conducting the English SBA.

So this interview study will approximately last for 20 to 30 minutes. So you are contacted through my personal social network. And thank you so much for your precious time to participate in this research study. And this is very important because there are no potential resources for you to participate in this research study, and your participation in this project is totally voluntary and you have the right to review and assess the audio recording of the interview. So if you would like to know more about the interview study or the result of my research findings, you can email me through this email address or contact me via WhatsApp? So without further delay, let's begin our interview. So there are also six questions, as I've mentioned, that there are no time restrictions for answering each question. So I aim to elicit your response as in depth as possible.

Okay. So without further delay, let's begin with the first question. Can you briefly explain how your school conducts the English SBA? So let's begin with the sub question a first, how many rounds of training or practice opportunities will be given to students before having the actual assessment of SBA? Actually, students are required to take part in the individual presentation and group discussion for both part A and part B. And then we have to submit two marks to the EA. And also students are required to read four different tests throughout three years.

Those four tests, and then we only need to submit two marks only. So that means we will use another two tests for practice. We asked students to work on pre nonfiction as their practice.

Yes. One inform four and one inform five. And we ask students to work on the principal in form four and then non print section in form five as the practice. That means this one is not a

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real assessment and their marks will not be submitted. They Mark are not submitted to the EA just for internal marks. Yeah.

Okay. So in this connection, may I know, will feedback be given after every round of practice or, as you have said, internal assessment? I guess for both internal and also for the real ones. We do give feedback to the students. We may give feedback to students individually or maybe in front of the whole class. Okay. In relation to the feedback you have mentioned, may I know in what forms or feedback be given to students? Say, like, will the feedback be the feedback being delivered through the audio recorded mode or simply giving written feedback to students is all right? Yeah. Different teachers have their own practice.

Some teachers prefer to write some comments in the assessment record sheets and some teachers prefer to give some oral feedback. But generally speaking, our English teachers prefer to give oral feedback to students even though they have written down something in their assessment cashier.

May I know why is it more convenient to give verbal feedback to students? It's more convenient. And then when we get the overall feedback to the students, we can describe everything in detail. Yeah. Thank you so much for the details. Okay. Describe the details. Okay.

So let's move on to question two. So do you agree that the provision of feedback is crucial in facilitating students learning in the English SBA, or do you think that the prohibition of feedback is redundant or unnecessary? Why or why not feedback? We need to give feedback to students. It is not redundant and it is not unnecessary. We do need to give feedback students if we want them to have some improvement next time. And it does help some hardworking students to improve their performance, to try their best to use different methods to improve their performance.

Okay. So you've mentioned that feedback is very crucial because it helps students to drive a continuous improvement in their learning, right? Yeah.

I would like to delve further in depth into whether you have encountered any problems or let me ask my question in this way, what are the biggest problems you have met when you provide feedback to students in the English SBA? Wow. Actually, it's quite time consuming to give feedback to students if we really want them to make great improvement in the next assessment. We do want to give feedback to students individually, one to one, face to face. And it takes quite a long time to do that. And yeah, that's what we think is quite time consuming to do it, but it is worth doing it. Okay. So you've mentioned that there are inadequate time to give it back, but you also reckon and you also recognize the value of giving feedback to students apart from the time constraint.

May I know, are there any institutional barriers for example, will the class size be too large or to be too big for teachers to have the sufficient time and sufficient room to give feedback to

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students? Well, our school has small group teaching already and each teaching group has around 15 to 20 students. And some groups have around ten students only if there are only ten students in that group.

Giving feedback is easier because there are not many students. But if there are 20 students in that class, it's really time consuming to give feedback to students because we usually spend around ten minutes talking to each student. So altogether we need 200 minutes. That should be more than 3 hours. And we seldom do the feedback during class. And teachers usually use their own time, maybe after school, maybe during recess or during lunchtime to give feedback to students and teachers. A lot of these teachers are quite busy in their free time.

Different types of tutorials are held during lunchtime. So English teachers need to squeeze some time to give feedback to students and we want to maintain fairness among students. That's another point. So we don't want to give feedback to students A for ten minutes and then for student B, 20 minutes. So we need to have a good control of time. Yeah, I totally understand. So have you encountered any student related barriers when you provide feedback to your students, be skeptical or unprepared in taking responsibility for reflecting on or using your feedback.

Generally speaking, of students are quite good. They are willing to do their best to improve their performance if they really want to get good results in the DC or in the SBA. But sometimes they really don't understand what we want them to do. For example, we want them to have more eye contact and they may think that I have already had eye contact already. So sometimes it's quite difficult to communicate in terms of some areas that we want them to improve. Okay. And of course, some lady students don't want to improve, although we give them a lot of feedback.

Yeah.

Okay. Thank you. In your opinion, what can be done to address or to tackle the problems you have just raised and may improve the professional feedback to students in the English SBA, for example, actually in the SBA, sorry, I can't hear. Can you repeat? For example, you mentioned that there might be some time constraints when back to students, and you have mentioned that there are some deviations between what teachers to do and what students actually take in from their teachers feedback for the time constraints. We don't have any solutions. Actually. We continue to use our own time to talk to our students, to give it back to our students, and also for some other problems, like students may not totally understand what we want them to improve, like eye contact.

Then we will show them the videos. Actually, in each SBA, their performances are videotape, so we can show them their videos and ask students to comment on their own performance, and then we can further give it back to the students. This one can really improve their problems. Yes. Solve the problems. Thank you so much for the insights. So let's jump to question four.



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Do you think that you can develop students met the condition and active engagement with the feedback you provided when conducting the English SBA? Why or why not? To be honest, it's quite difficult to ask students to participate in the SBA very actively because they don't want to contribute a lot. And the main problem is our students do not have competency in English.

So peer evaluation is commonly used to help students to improve the problems in class. What I mean is in phone call, print section, I asked you to work on print section. Right. And this one is for internal assessment only. We do ask students to give comments to that class base because for the real one, it's very difficult to do the peer evaluation. Again, it's about the problem of fairness. So then we can make good use of the internal practice and ask them to give comments to each other.

So maybe it's more useful for students. Yeah.

Okay. So through providing feedback to students, may I know, can students cultivate a sense of awareness or a sense of responsibility to device their own study plan so that they can drive continuous improvement in their learning? It takes quite a long time to do that because sometimes students can only give feedback on like fluency, any hesitation, eye contact, some manners in terms of language, English teachers will do that. So eye contact yes, students can try their best to improve next time. And then for the language, we have students to improve the language, for example, to mark the scripts, I mean, for the internal assessment only, to mark their scripts, to take a look at the scripts, to give some comments to the scripts. Okay. Thank you.

Let's move on to question five. So what are the biggest problems or problems you have met when helping students develop their method connection and facilitating their active engagement with the feedback you offered? Well, again, they lack confidence and they doubt their own abilities, actually, although we ask them to try to improve, but actually they are quite shine to do the presentation in front of class and they think that the English standard is not so good, they may be laughed at five class days. So that's another problem.

That's the main problem. Another problem is they can't grasp what we want them to change or what we want them to improve thoroughly.

Okay.

There might not be not much ticking with the feedback given by the teachers. So apart from the problems you have mentioned, may I know, will these highlighted factors be also applicable to your case as well? Is there a lack of good relationship with students? Have you encountered some student related barriers and do you feel that they are inadequate teacher training or is there a lack of institutional support from the HKA or district coordinator? We are district 21 and there is a coordinator. We can always feel free to ask questions, but the coordinators seldom

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give us very clear guidelines of what we need to do. He can only give us some suggestions, suggestions only. So sometimes we may think whether we should take these suggestions or whether we should change anything to suit the practice of the SBA. So perhaps the SBA district coordinator can help us more. They give us more clear and can give us clearer guidelines.

Yeah. Instructions and therefore the relationship with students is not a problem in our school. And for student related barriers, maybe some students do not want to spend a lot of time on the sba because they think it contributes 15% only and they can do better in the public exam.

Sure. So in your opinion, what can be done to tackle the problems you have just raised and may improve the professional feedback from teachers to students in the English SBA? I think you have mentioned one solution. Right. That is the SBA district coordinator can give more concrete help. Yeah.

More constructive guidelines and helping teachers to provide feedback to students. Apart from this solution, are there any other solutions or suggestions you would like to mention in order to improve the feedback practice in the SBA? More internal sharing teachers can help us to help our students because we can share different methods during the meetings. So different teachers, we use different ways to give back students to students and we can share which one is the most effective.

Sure. Okay. So let's do the last question. Dallas, do you have any further comments or suggestions concerning the professional feedback in the English SBA? Yeah, it might be some very general comments. Yeah.

We found that it's quite useful to videotape students performances each time because we can help students to take the SBA more seriously. And although there are two internal assessments and we also tell the students that Mark will be submitted to the HKEAA so they will take the assessments more seriously and also after videotaping their performances, actually we can show the videos to the students or we can discuss their performances, although it's quite time consuming, but. Well, it's worth spending time discussing their performances if we really want them to make great improvement next time. Okay. So yeah, you have mentioned that feedback is very important and logical process because you have to communicate what students have done well and as well as how they can further improve through the provision feedback. Yeah, that is very clear. Thank you so much for your insights.

Welcome. If you really need further help, you can always tell me I can do what can. Yeah. Okay. Thanks for all. Yeah. Thank you.

Thank you so much.



## **Appendix 6 Interview Transcript with Lucy**

So before I ask you the questions, I was asked to read out some important information to you first. So, yeah, you are invited to participate in a project supervised by Dr. Yanzi and conducted by me, who are staff and students of the Department of Curriculum and Instruction in the Education University of Hong Kong. So the aim of the study is to study whether there are any deviations between the curriculum guidelines and the reality when teachers provide feedback to students in the English SBA, the factors that influence the provision of feedback from teachers to students in the English SBA, as well as the possible suggestions for optimizing the practice of feedback proficient so as to better enhance students learning when conducting the aforementioned assessment. So you are contacted through my personal network. And thank you so much for spending your precious time to participate in this research.

So there are no potential resources for you to participate in this research study, and your participation in the project is totally voluntary and you have the right to review the audio recording of the interview. So if you would like to know more about this study as well as the research findings, you may contact me via email or via WhatsApp? So if you don't have any problem, we can start the interview now. Okay, thank you. So let's start with question one first.

Yeah, question one. Can you briefly explain how your school conducts the English SBA? For example, let's stop question a first. How many rounds of training or practice opportunities will be given to students before having the actual assessment of SVA? So a formal practice, we do it the same as the way we're doing in the real one. So one formal practice. Okay. Before that, we teach them in the lesson.

It's more challenging to do an FBA in my school because we want to give them a real discussion. So we only give them 15 minutes to prepare before they really do the discussion. I know in many other schools they can give people like a week or three days to prepare, and then they can ask tutors, they can ask other people for help. But for my school, students only have 15 minutes, and then they sit in the exam compression room. They have access to their own dictionary of the textbook, but it's only about 15 minutes in relation to the form of SCA that Tse conducts. Amanda, will feedback be given after every round of practice or assessment? So you have mentioned that feedback will be given through the written form or after performing the formal assessments. Apart from written feedback, are there any forms of feedback will be also delivered to students as well? We may get an overall comment in the plan, but it's very brief and also individual students.

Okay, thank you. So let's move on to question two. Do you agree that the professional feedback is crucial in facilitating students learning in the English SBA? Or do you think the professional feedback is redundant or unnecessary? Why or why not? Of course, the students they want teachers to give them individual feedback. Feedback is certainly useful.

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I think it's not just feedback, but when they observe and learn from other people, of course the feedback is never redundant, but their learning is not totally dependent on this only but they can observe and learn from their peers.

So I just mentioned that feedback is valuable to improve or supply students to obtain a continuous improvement in their learning, right? Yeah. They enjoy the recognition from teachers if they've got good comments.

So let's move on to question three. So what are the biggest problem or the biggest problems you have met when you provide feedback to students in the English SBA? We have very limited time to write look at four different domains.

So apart from the limited time, the time constraint you have mentioned, are these factors also applicable to your case? Are there any lack of good relationship with students, or have you encountered any institutional barriers, say like the way sequences of SBA targets are designed, large class size, lack of time, resources, and incentives may deter you from for pricing feedback. And are there any student related barriers? Will students in Tst be skeptical or unprepared in taking responsibility for generating, reflecting on, and using fitBack? Do you think inadequate teacher training, lack of institutional support? That means whether teachers are clear or not about what the good practice of feedback should be good relation to the student, the problem of when giving them the feedback, even though some students don't enjoy learning English, but they want feedback. So I think it's not a problem the relationship between teachers and students because anyway, they want to know the math, to be eager to notice it back because it's a large size. We cannot give individual feedback because we have so many groups so when I want to give feedback immediately. It's good to do so, but I don't have time to do so another group is waiting and the whole process will be delayed.

It's difficult because of the large plus size lack of time because of that resources. Actually, you now have the different ways to record the discussion experience of watching the wrong performance. Yes. You actually have some support from the school. Maybe it's recorded and they can view your own we are given some video exemplars as well.

Students because of this public exam, they will have incentives to improve themselves. Yeah, I understand. So do you think you have met some student related areas as well? For example, where the students in Tst have the readiness, or are they skeptical or unprepared in taking responsibility to reflect on the feedback given by you? In general, they accept teachers feedback. They won't be critical.

Some may be unprepared, some which ones? They don't blame the teachers they know it's their responsibility to reflect on the user, how they reflect on themselves and using design is a problem because they may not really pay attention to the advice written and then they may not really practice hard enough to for example, I have written down the ending salary so they may not really practice hard to overcome this problem.

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Generally the students do buy in the feedback given by you. Yeah. They would love to see more, I think. Okay.

That is the question. Yeah. Okay. So do you think that whether there are adequate PG training or institutional support offered by HAEA, it's okay because I attended some training some years ago. Great. So let's move on to some questions. C.

In your opinion, what can be done to tackle the problem you have just raised and may improve the professional feedback to students in the English SVA, for example, you have mentioned that there are some time constraints and students, though they do generally buy in the feedback given by you, but they don't treat the feedback seriously. Yeah. So what can be done to solve the problems to address? Just raise by me after each discussion. If we can give them to back already immediately, that would be good. But we just lack time even though after school we do a practice and then if we talk about how they can improve the delivery.

Yeah, I understand what can be done. The smaller class size. For language teachers if we can have less language lessons, for example, now a full time teacher is teaching three classes. So if a full time teacher can teach two classes, what I've done is to use my money. Right. So that I teach only two classes. So that will be better, right? Yeah. Understanding two classes.

Yeah. That will be more reasonable.

So let's move on to question four. Do you think you can develop students Max condition an active engagement with the feedback you provided in conducting the English spa? Why or why not? What is it? It means where the students can cultivate a sense of responsibility and a sense of awareness, say like in devising their own study plan so that they can drive continuous improvement in their learning. In other words, whether they can self-regulate themselves to improve their learning.

Something concrete.

Chinese speakers because English, we have a lot of endings in Chinese, we don't. So in my point of a very concrete problem, they don't work on it because they like to drive to improve and then it takes time and then they have to be devoted. They're not so diverted. They don't mind. Okay.

With the feedback I give them is concrete but cannot move them.

I understand. Yeah.

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Sometimes it also requires the students cooperation as well. Yeah. And then if I mentioned something like the grammars very weak. It's long period of work to improve when they speak. So the problem is too big.

They made a connection. They have awareness of the problem. I think when they see the Mark, they see the comments. They don't have active engagement. Yeah.

They will be able to recognize their weakness but hard to be actively engaged.

Thank you for the comment. So let's move on to the remaining last two questions. That is, let's do five. A first one is what are the biggest problems or the biggest problems you have met when helping students develop their method and facilitating their active engagement with the feedback you offered? I think you have mentioned some problems. Right. Because even you gave students concrete feedback, but when they don't cooperate with you or when they don't have the sufficient awareness to act on the feedback you have given. So the effectiveness of the feedback may not be that great, right.

All the time stress constraints. Because if I find a girl who really got confidence in speaking and if I keep meeting her and then asking her to give me an assignment and then upload her video with audio recording, then to be honest, it would be better, right. If I keep asking her to give me this homework, is it just hard to assign this to everybody and then if I do so to one or two, maybe maximum, how can you take care of. Yeah, understandable, apart from what you have mentioned, are these factors applicable to your case as well? The same factors that you saw in the other part, no problem with mainly the time constraint and then not about relationship, about them being skeptical.

No, I don't think these problems apply in my case.

Okay. In your opinion, what can be done to tackle the problems you have just raised and may improve the profession of the back to students through the classroom? Ask them to keep practicing by submitting homework to me. I can just pick individual students boxes so that not the whole class will do so, but maybe I identify a few five students forget to submit this kind of homework reading left to me and then I randomly check them. So if they keep practicing, they will be better and then the Google classroom. So it is possible. And if they keep practicing, they will certainly improve. Yeah, this can be done.

So practice makes perfect, right? Yeah, they come to practice but without me, but it's recorded so I can look. And then they can also send a good version because they won't just send the first try, which is a better one if they form a group so they have real audience and then they don't want to lose face in front of their classmates. Yeah.

So you have mentioned students, they themselves do need to have an active engagement with the feedback or the form of assessment that the SBA requires. Okay. So let's move on to the

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last question. Do you have any further comments or suggestions concerning the professional feedback in the English SBA? And that may be some general comments to improve the way SBA is conducted? Yeah. Other schools, they should follow us. They are doing something, rehearsed it's not totally not the spirit or the original idea of SBA even help them to write the scripts presentation many times obviously not authentic, actually not real FBA and then they have defeated the person. They should learn from us our school practice we have limited time for them to think and then they responded.

At that moment it's real conversation to say the level of authenticity is really high in Tst and then if it's not so hard for some teachers to set many questions because it's a week and then all students should have a different question and then sometimes the question is too general. When I attended some meetings in the area in Hong Kong there are several areas and then teachers come to meet and then I saw other people students performance and then only very few example. Maybe also in more chat, maybe so deep. I think they learned from our sharing but they still gave them more time. A few days, one day or three days, but it would certainly be more than 15 minutes but enough for from the very beginning and then. When they see other people can have a week, they think it's unfair for their own students and then some teachers will change and follow but the majority are doing that.

Thank you so much for your participation.

Thank you so much.

Thank you so much. Okay, so we'll end the recording now.

## **Appendix 7 Interview Transcript with Michelle**

Okay. So before we start the interview, I was asked to read out some important information to you first missing. Can you see my screen now? Yes.

So my supervisor asked me to read out some brief but very important information that you need to be aware of before starting the interview. So you are invited to participate in a project supervised by Dr. Yanzi and conducted by me who are staff and student of the Department of Curriculum and Instruction in the Education University of Hong Kong. So the aim of the study is to explore whether there are any deviations between the curriculum guidelines and their reality when teachers provide feedback to students in the English SBA, the factors that implement the provision of feedback from teachers to students in the English SBA, as well as the possible suggestions for optimizing the practice of feedback provision so as to enhance better enhance student learning when conducting the English SBA assessment. So you are contacted through my social network and thank you so much for your time to participate in this research study. There are no potential resource for you to participate in this research study and your participation in the project is totally voluntary and you have the right to review or access the audio recording of the interview. So if you would like to know more about this interview study as well as to know more about the research findings, you can contact me via email or via WhatsApp? So this interview will last for approximately 20 minutes as there isn't any time restriction per question.

So I aim to elicit your response as in depth as possible. So without you, let's begin our interview. So question one. First, can you briefly explain how KTS conduct the SBA assessment? Maybe, perhaps we can start with some question a first. How many rounds of training or practice opportunities will be given to KTS students before having the actual SBA assessments? Actually, we didn't really have any formal training for the SBA according because one of my colleagues, he's working as the SBA team, so he's very experienced and then he just remind us we are not allowed to give any very formal training to train our students for the SBA in a lesson. That's why we just incorporated training in the curriculum or outside lessons time so that the student can also have some kind of training. Before I came to KTS, I think there's no any training for the students.

The students were just giving a question and then they are asked to prepare maybe a few days and then they do the presentation by themselves. They might not know the pronunciation or they may not know whether their presentation script is good. And that's why well for me because sometimes I look back at the results and also the performance because the performance were all recorded and I don't think sometimes the Mark they match because the teacher used to give higher Mark than what the student deserved. And that's why I became the HOD. And then I think I need to do some kind of change. I think training is a possible way for the students to improve themselves and they know how to do it, at least because you know that, right.



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Most of them are low achievers and most of them, they didn't really have English background. They don't really have any assistance from outside. And that's why they really rely on the school for their assistance. Right. And that's why I see that point. And I thought to decide whether we provide training inside the classroom or we give up the student, but let them do the question and do the presentation on their own, then I choose I will let them do the practice or training, but outside lesson time. That's why I started from last year.

I find it's quite useful. I asked the student to do it outside the hour. We hire some tutors and then they teach them how to, for example, first of all, because started from last year we only needed to do only one SBA, and then we chose part A because it's easier because they can simply watch a movie and then do some presentations on the feedback on the movie. And that's why the tutor first of all, I give some guideline on how to choose a good movie and then I guide them on how to write a script and whatever. And then the teachers role and I don't want to put the teachers in a very dangerous position. Rather, at the end they may be complaining about giving too much assistance for students before they're doing the assessment. I'm not sure whether I can answer your question, but this is what I experienced in KTS.

Yeah, it's very helpful. So in relation to what you have mentioned, manual, will feedback be given after every round of practice or after every round of assessment? Well, be honest, because I have worked for three schools from band one to band three, and it seems that the teachers probably can only have one or possibly two run of recording with the students SBA. And that's why I think if you say that feedback because we don't really have any training for students and it seems like the teachers is rarely for the teacher to give feedback for the students because when we sit down and look at the presentation of students, actually it's the assessment time, you know, we won't give any feedback to them because just like a speaking exam. But if I ask if I use the other way, like, for example, students to do the practice outside school hours. And that's why I rely on the tutor to give them feedback. And sometimes I will give the instruction to the tutor first, like how they conduct the workshop, how they conduct their lessons, and what kind of thing that they can help the students. And I think the tutor will help me to give the feedback to the students instead.

Great. Thank you. So in what form do you know that the tutors will deliver the feedback to students? Will the feedback be given in, say like an older a recorded phone or will just mainly give return feedback to students? What I can say is, well, first of all, for the first stage, actually, for example, for doing a part A and we asked the students to do the movie kind of report on a movie, and that's why at the end they will review of the movie and then at the end they will do kind of the presentation script. And this is for form five. And then we started giving this kind of assignment to our students. And that's why I'm not sure whether this is I started the first stage of training, but we would provide a return feedback, like ask the student, I know how to write better, elaborations about the point that they want to make. And I think this is the teacher's role.

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And then we stop over here and then for the speaking part, I think it really depends on the tutor, but the instruction for the tutor is like they will give them feedback. I think if you say that when I asked you to give formal written feedback or audio feedback, actually, I don't think our student will like this way because I think our students like the tutor, like a friend.

I think it's more casual, it's much better than very formal feedback. Otherwise, they think this is another English teacher and they may feel a little bit afraid to be approached by the tutor.

Thank you so much for the insight. Yeah, that's the end for question one. Let's move on to question two.

Do you agree that the professional feedback is crucial in facilitating students learning in the English SBA, or do you think the professional feedback is redundant or unnecessary? Why or why not? Well, first of all, of course, giving feedback for language learners, I think giving feedback or having feedback for students is really important because they have to improve themselves through the feedback given by the teachers. However, just for the contradiction between whether the student can give too much feedback before they do the assessment, the guideline from the examination authority is really a struggle for the teachers. Whether we can give the feedback. Of course, we know giving feedback is good, but whether we are allowed to give too much feedback because at the end of the day, if we give too much feedback and then after the moderation bought by the other school or from the Hong Kong Yau, we may be complained and then the students may be downgraded. And that's why we actually having a very difficult position whether we need to give feedback. But of course, giving feedback is good, right. And that's why we have to think of a way of how to give them feedback.

But we won't be complained by the HKEAA. I'm concerning the degree or the extent of feedback which is teachers need to deliver the students. May I know, are there any guidelines provided by the Hong Kong EA? Actually, it's not really. What I know is what I learned from that which was published many years ago. But during the SBA coordinator meeting, the SBA coordinator, actually, they are very harsh, especially on the band 3 schools, and they usually think the teachers overrated student performance, and then they would query whether the teachers have given too much time for the student to prepare. That's why we are really in a very embarrassing position. If we give too much feedback, it means that we give too much training for students. And that's why our school may be doubted with whether this is fair to give the Mark in this way.

That's why for this question, it's very hard for us for me to answer them. Okay. Thank you. So let's move on to question three. So may I know what is or what are the biggest problem or the biggest problems you have met when you provide feedback to students in the English SBA? Wow. Okay. Honestly, the problem is whether or not we are allowed to give feedback or how deep the feedback should it be? Of course, for teachers, for example, if this is only an English lesson, speaking lesson, of course we can give a lot of feedback and then we make sure the students know what their weaknesses are and how they improve for the next time.



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But for sba is because they're ambiguous the guideline. That's why I think that the biggest problem is whether or not we allow to give feedback to the students.

Okay. So as you have mentioned, the ambiguity of the guideline may be a problem for teachers to provide when teachers provide feedback to students. Right.

The teacher from other school may doubt the fairness of your school because I work in another bananas with Kings College. Before I came to KDS for the SBA teachers, we never did any training for students. What the student did the sba is on the day where we treated as an exam, like our exam, then they never knew the question. Then they went to the room, ten minutes preparation time, and then they went to the examination room and they started the exam as SBA. So actually, it varies in different schools and that's why in my previous school, we never gave feedback.

Yeah, I totally understand. You should know. Right? I totally understand. So apart from what you have mentioned, may I know, do you think these factors are also some factors that hinder you or deter you to provide feedback to students? Yes, definitely. Yes. Can you give some more elaboration on this regard? Well, because these days what teachers are afraid the complaints by people from students or some teachers or some teachers from other school.

I hold a responsibility of whether if the complaint comes, the first person is on me. Right. And that's why I have to make sure we would not be complained by anyone. And that's why we have to follow the guidelines if the guideline did not really state very clearly and then to play safe, you usually avoid all those Gray area because at the end of the day in a government school, we have a logic or a hidden agenda. In a government school is the more you do actually, the more trouble you may get into. And that's why we usually play safe and we will feedback. And that's why this is the way that I will agree.

I asked the teacher who they may help me to, it's kind of like private tutor, but they are just hired by school and then they help me to pair for our students, for the SBA.

I understand. Okay. So you've mentioned that the guidelines may not be very clear and there may be some hindrances from the institution, from the lack of inadequate or insufficient institutional support as well. So in your opinion, what can be done to tackle the problems you have just raised and may improve the provision of feedback to students in the English SBA? Well, unless I think HKEAA gave clear feedback, I mean like clear guideline. And so that said how much feedback the teachers can give. But I think it's difficult to resolve beyond this.

So how far, how much feedback you can give the student you can't stay? Very exactly. It's not mathematics like how much then you stay in the handbook or guideline. But because some school, for example like Band3 School, we really want if we want our students to do well, of course we will drill them. That's why during the process of drilling we give feedback to improve.

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In the second time and then they still have something to improve and we give another kind of feedback. This is of course a learning process, but for the SBA assessment, it's not the same story as like teaching them speaking because at the end of the day this is an assessment and this is an assessment and then we have inter-school moderation meeting. And if our video were picked by the teacher, the coordinator and all the teachers, oh, how come you give so high Mark? How come they never trust the band 3 student will do that. So that's why I don't think if the mindset of the other teachers won't be changed, nothing that we can change the bias from others on the band 3 schools.

Who are the bank three students, I think the stereotypes.

Thank you so much for this very unique insight. Yeah. So let's move on to question four. Do you think you can develop students master connection and active engagement with the feedback you provided when conducting the English SBA? What kind of connection you want me to talk about? Meta connection means where students can cultivate the sense of responsibility or an awareness to self regulate themselves to achieve a continuous improvement in their learning? Well, I think to answer this question is not just like SBA. Right.

But I think how? Because of course, it can never be the responsibility of the teacher because it's only one way. So if the student they want to be really improving themselves. It also depends on how much the student want to improve themselves. That's why it's usually started from the student. Then first of all, they engage themselves first and then the teacher, because the teachers always do the same. I think for responsible teacher or for conscientious teacher, we will never give up any student. We will try our best to prepare a lesson and inspire students and then stimulate the brain and then ask them to think about it and then also try to help them improve.

But we do it every day. But why some students, they will open their ear, listen to you, and they improve every day. But why some students? They never improve the same teacher, same teaching methodology, the same attitude every day. So that's that's why if you ask me this kind of how student can engage themselves or how improve their sorry, metal connection. Yes, the metacognition. Right. So if you really like how to improve the medicinal it really depends.

First of all, the first thing to do is from the student first if they want to. So I don't know whether you can feel this when you teach our students, but for me, because I teach some band one students before ban three students. And sometimes it really depends on how much the student wants to improve themselves first. Yeah. And I think what you have mentioned is really right, because I think language learning really depends on whether the students intrinsic motivation can be aroused students. They do need to bear the responsibility. They do need to engage themselves in the language acquisition process.

I think you have also answered question five B and five C, then. Yeah. There are questions asking what can be done to cope with or to address the problems you have just raised. And as

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you mentioned, students themselves need to engage themselves. So let's jump to the last question.

Do you have any further comments or suggestions concerning the proposition of feedback in the English SBA? It may be some very general comments to help the SBA assessment to improve the way it is conducted.

Actually, I think I've answered the question. It really depends on how much I want you.

I don't know.

Teachers can actually not that much teachers can do to improve the system. I think really the system itself. I think the objective is good. Right. So it's the school who assess the students and let them have as many chances as the students can have and then let them do the assessment whenever they feel comfortable. Yes, in theory that's true. But in practice, when we do that because we experience how teachers and other schools complain and that you will see usually something in theory is different from in reality.

And this is the struggle that the teachers, especially in Band 3 school, we always experience because when I was the SBA Coordinator in Band 1 School, nobody would query about your student performance. Because they think, oh, you are from Band 3, the student. Of course they can do this and usually we provide six videos, right. The top one average and the low one and then they never query the mark that you give. But when you are from band three coordinator, then you'll be in great trouble because if you give them more than 20 marks and then the teachers and others Google preview, does he or does she deserve this Mark? And then we think about, okay, if they deserve the market, it must be something maybe training or lots of drilling behind. So that's why in theory is good. But in practice, I think, especially when I had experience in teaching band 3 and I definitely think this is kind of bias or the mindset of some teachers in other schools. So I don't think there can be any solution.

I'm not that really optimistic about this part. Pessimistic. Actually. Really I can understand why.

Thank you. So that's the interview. Thank you so much. Okay. Thank you. Thank you so much. Ms. Ng.

So I'll add the recording now. Okay.