

**Knowledge Fair 2009**  
**English Language and Subject Learning**

**Parallel Session I**  
**Theme 2**

**Promoting Language-across-the-curriculum/  
English across Key Learning Areas**

*10:35 – 11:20 a.m.*

*28 November 2009*

# **Reading Across the Curriculum – Some Basics**

***Mrs Rosana CHONG  
Senior Curriculum Development Officer  
English Language Education Section  
Curriculum Development Institute***

# Language across the Curriculum (LaC)

**"A Language  
for Life"**

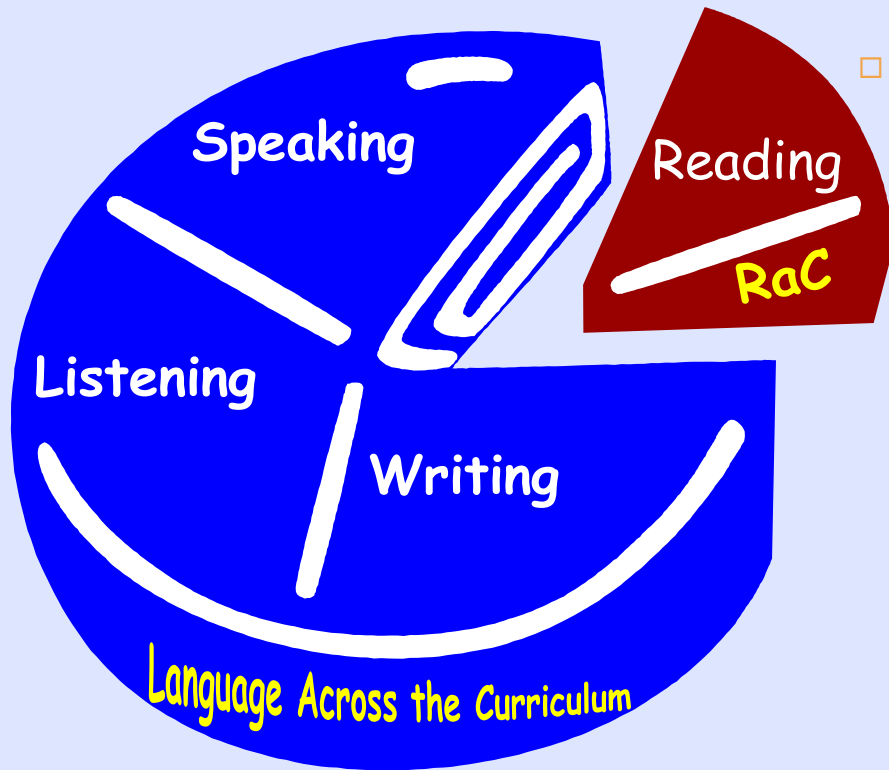
Para. 15.31.  
(London:  
HMSO, 1975)

Baron  
Bullock

*The development of a language policy across the curriculum "means in effect that every teacher in the school should accept it as part of his responsibility to develop the pupils' reading, writing and speaking ability in and through the subject or activity for which he is responsible".*



# From Language Across the Curriculum to Reading across the Curriculum



- Reading across the Curriculum (RaC) is a component within LaC
- RaC
  - reading as a **fundamental mode of learning**
  - explicit teaching of reading to be **integrated** with teaching the curriculum
  - students learning to read
    - the **subject matter** of pedagogic texts
    - the associated **language patterns**

(Martin & Rose, 2005)

**Effecting School-based Curriculum Changes for  
Better Student Learning in English Language  
through Reading Across the Curriculum**

***Ms Sally CHEUNG  
English Language Panel Chairperson  
CCC Ming Yin College***

**CCC Ming Yin College –  
The Prelude to  
School-based Curriculum Changes**

**Whole-school Language Policy**

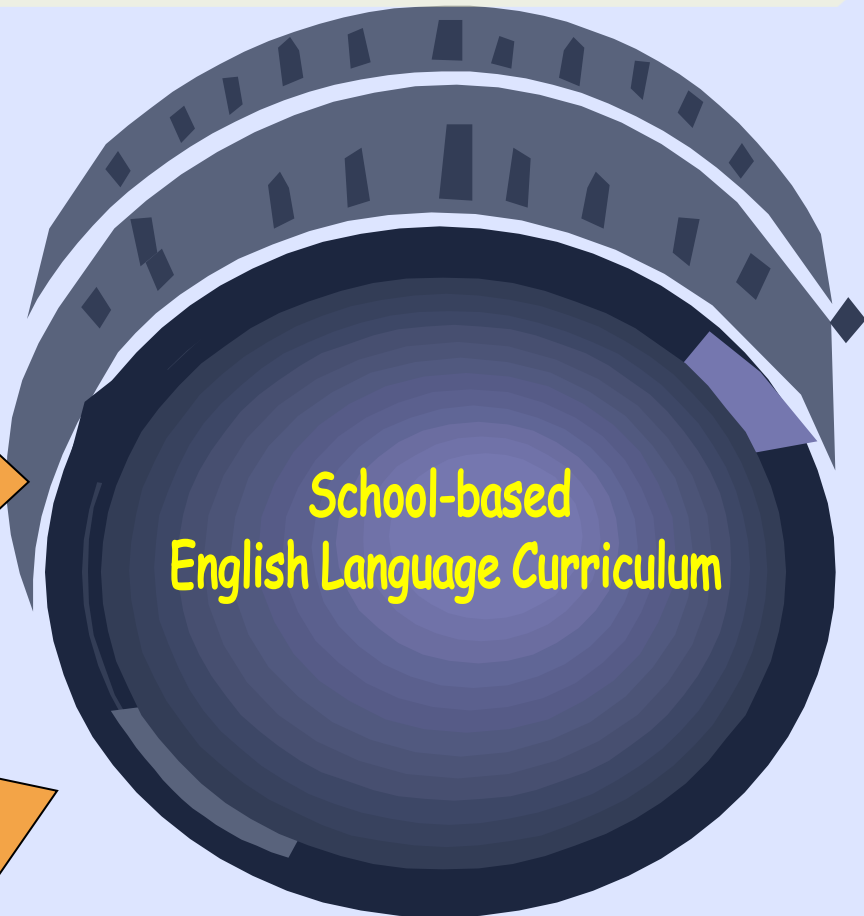
- use of English as the MOI in all subjects

**English Panel's Culture**

- independent & receptive
- ready to embrace effective pedagogical practices
- adopting a more conventional teaching approach

**Students' Abilities**

- high ability
- mostly from Chinese primary schools
- not very solid English foundation, particularly in writing



**NSS**  
(from 2009 on)

**HKDSE**  
(from 2012 on)

**School-based Language Policy**

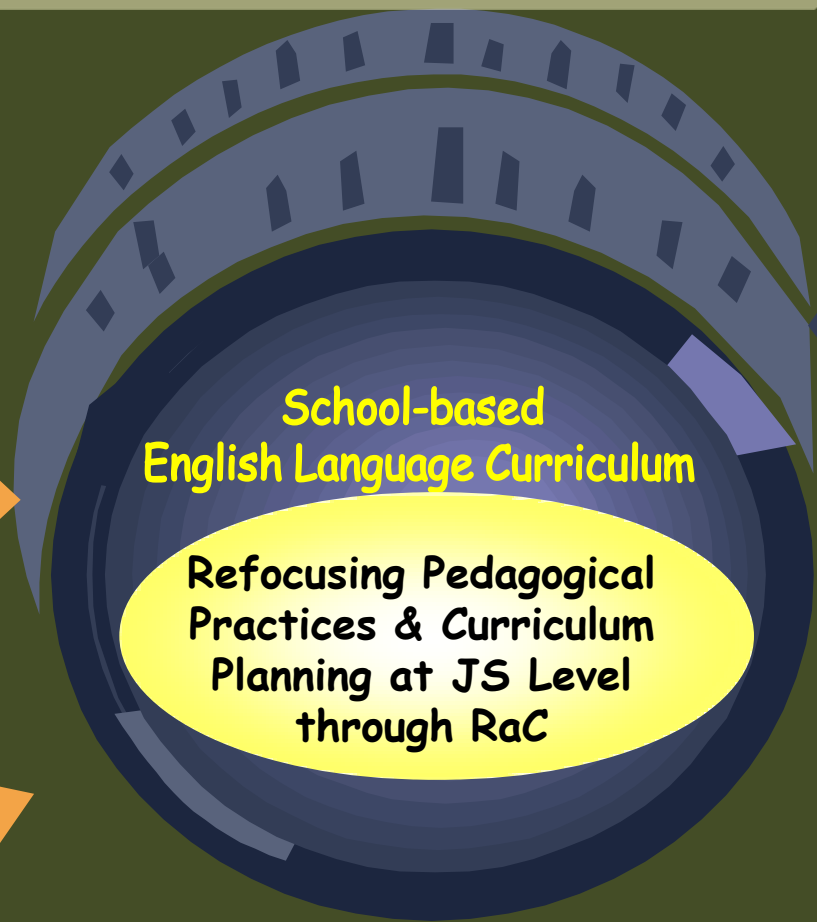
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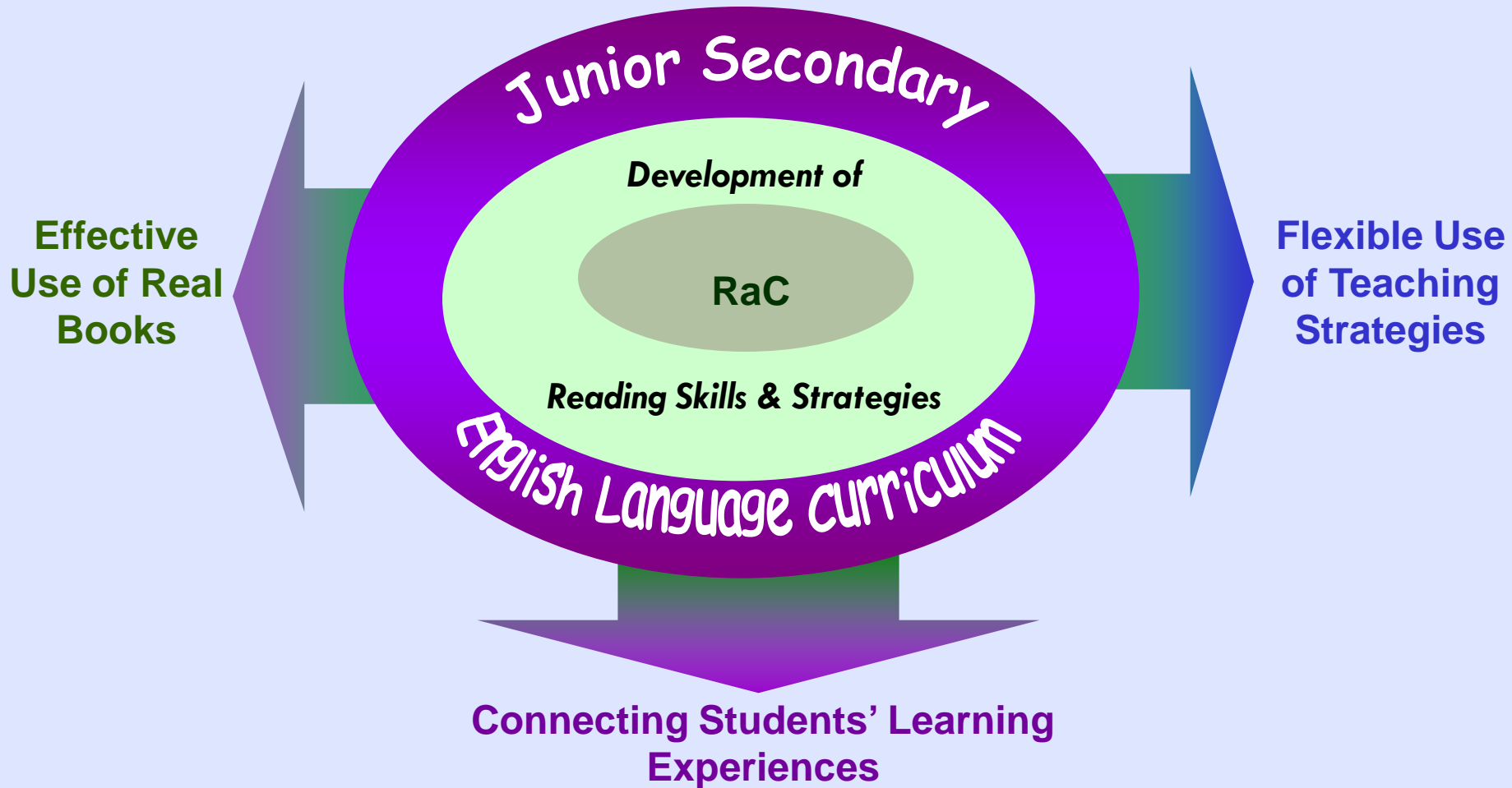
**NSS**  
(from 2009 on)

**HKDSE**  
(from 2012 on)



**Participation in a “Seed” Project on  
Connecting Students’ Learning  
Experiences Through RaC**

# Incorporating Reading across the Curriculum into the School-based English Language Curriculum

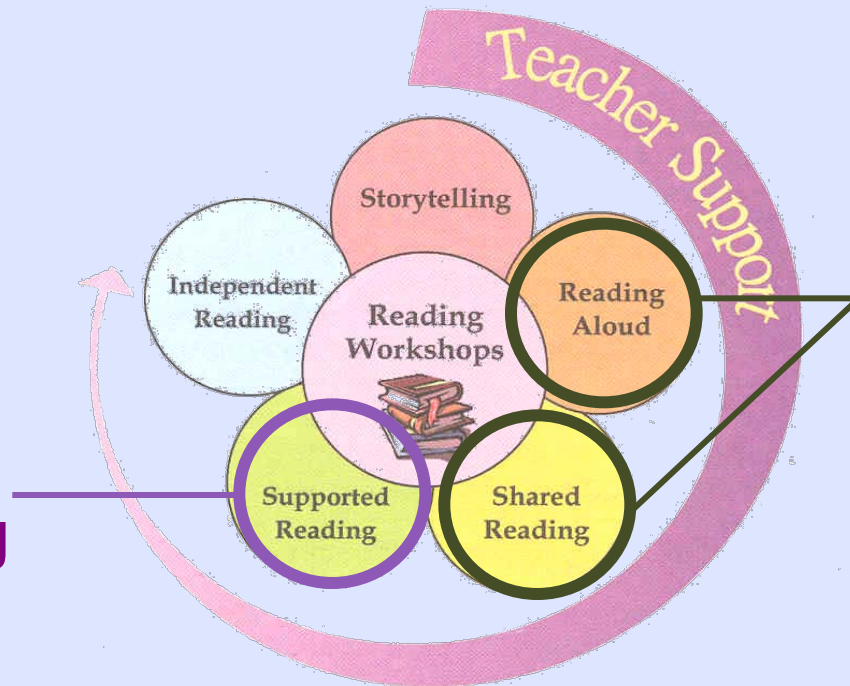


# 1. Effective Use of Real Books

- **Use real books or reading materials from real books**
- **Choose information texts with content-area links**
- **Identify suitable objectives, e.g.**
  - **applying the KLA-specific ideas explored in reading texts in real-life or simulated situations**
  - **using vocabulary / language structures in activities with links to the specific KLA**

## 2. Flexible Use of Teaching Strategies

Less teacher support to engage students in silent reading



More teacher support to expose students to a variety of reading texts

Develop students' reading strategies and use effective pre-, while- and post- reading questions/tasks to help students to read for meaning, and to interact with the text and the context, i.e. to understand the text and relate it to everyday life experience

### **3. Connecting Students' Learning Experiences**

- **Find out what students learn in other KLAs**
- **Collect information/ask colleagues about students' needs and weaknesses in English use in the specific KLA,  
e.g. vocabulary & sentence structures**
- **Identify the language features specific to the KLA,  
e.g. passive constructions & imperatives**

# The First Tryout

**ELE KLA**

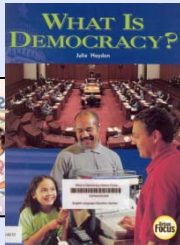
**PSHE KLA**

**ELE Textbook**

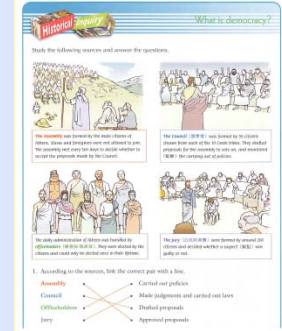
**History Textbook**

**Theme:  
Double R's  
(Rights and Responsibilities)**

**Greek Democracy**



**Reading Texts**



**+**

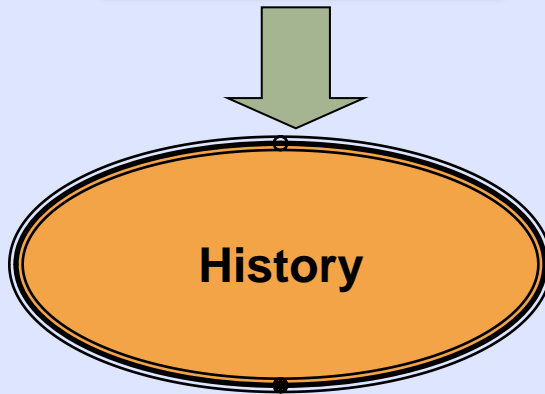
**Focus Questions**

**+**

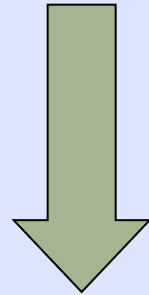
**Cross-KLA Activity**

**Topic:  
Democracy**

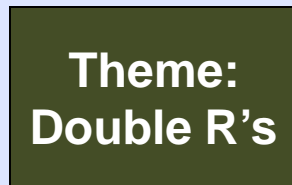
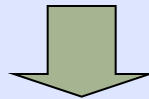
# PSHE KLA



History



Topic:  
Greek Democracy



Theme:  
Double R's

- Most teachers have the experience of teaching **History**.
- Most students find the History subject in the **PSHE KLA** uninteresting and remote from their real-life experience.
- Most students find learning **History** difficult in terms of vocabulary and display weaknesses in language use in History assignments.

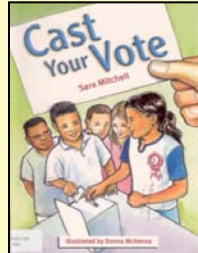
- 2008 – the year of **elections**
- Connecting two KLAs:  
English: “Homecoming”  
History: “**Greek Democracy**”

- Rights & Responsibilities:  
**moral duties** as citizens & students

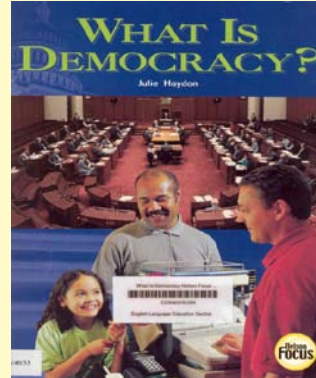
# Reading Texts for the First Tryout

## Theme: Double R's

A **story** about a school election



A **poem** about children's right



An **information text** about democracy



A **song** about our wonderful world



# The Second Tryout

ELE KLA

Sci Ed KLA

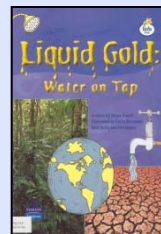
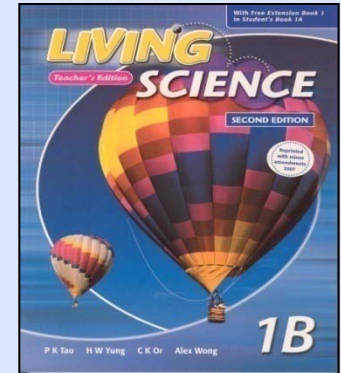
ELE Textbook

I.S. Textbook



Theme:  
**Water = Full + Wonders**  
(Water is Full of Wonders)

The Wonderful Solvent – Water



Reading Texts



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Focus Questions

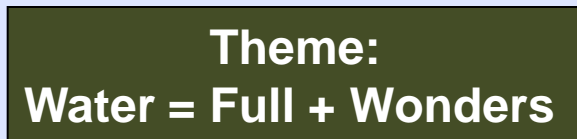
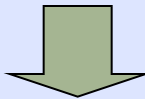
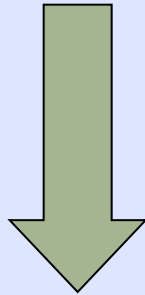
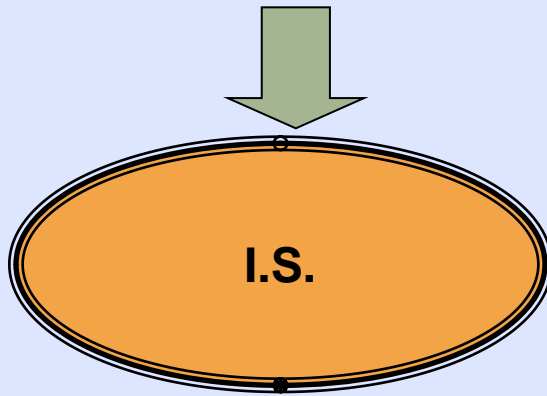
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Cross-KLA Activity

↓

Topic:  
**The Wonderful Solvent - Water**

# Sci Ed KLA



- Most students have a desire to pursue Science subjects at senior secondary level.
- Some students find it difficult to organise the ideas/information presented in Science textbooks.
- Teachers feel that the Sci Ed KLA offers opportunities to deal with language structures such as the passive voice and the imperatives.

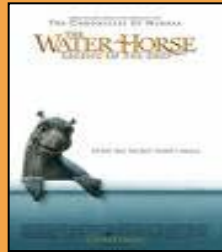
- May to June is the beginning of the **typhoon season** in Hong Kong
- Connecting two KLAs:  
English: "Weather"  
I.S.: "**The Wonderful Solvent – Water**"

- **Water is full of wonders**: looking at water from different perspectives

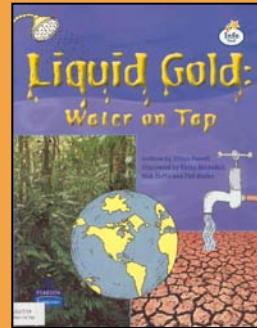
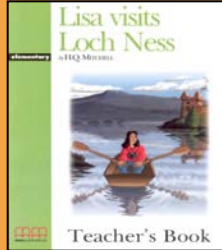
# Reading Texts for the Second Tryout

## Theme: Water = Full + Wonders

A **film** about  
the Loch Ness  
monster



A **story** about a  
girl's  
adventures at  
Loch Ness



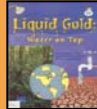








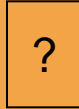

An **information text**  
about water



A **poem**  
about rain

# **The Refocused School-based JS English Language Curriculum**

# Design of the Refocused School-based JS English Language Curriculum

	S1	S2	S3
Thematic approach	Linking textbook units with RaC units		
	1 RaC unit with Sci Ed KLA & 1 RaC unit with PSHE KLA	1 RaC unit with PSHE KLA & Sci Ed KLA	? RaC unit(s) with ? KLA
Text types	Information texts + stories, poems and films     	Information texts +   	Information texts +   
Reading skills and strategies	<ul style="list-style-type: none"> <li>Identifying main ideas &amp; supporting details</li> <li>Working out the meaning of unfamiliar words by using semantic and syntactic clues</li> <li>Locating specific information by using the index page</li> <li>Inferring information and ideas by using semantic &amp; syntactic clues</li> <li>Organising information &amp; ideas by using graphic organisers</li> <li>Identifying stylistic features</li> </ul>	In addition to those developed in S1: <ul style="list-style-type: none"> <li>Inferring feelings of characters by using semantic &amp; syntactic clues</li> <li>Distinguishing facts from opinions by using semantic &amp; syntactic clues</li> <li>Deducing information and ideas by using semantic and syntactic clues</li> </ul>	In addition to those developed in S1 & S2: <ul style="list-style-type: none"> <li>Inferring writers' opinions and attitudes</li> <li>Comparing alternative views &amp; arguments by using graphic organisers</li> <li>Gathering, distilling and summarising information and ideas from texts</li> </ul>
	<b>Critical thinking skills</b>		
Pedagogical practices	<ul style="list-style-type: none"> <li>Explicit teaching of reading skills and strategies</li> <li>Use of a variety of teaching strategies, e.g. reading aloud, supported reading, independent reading</li> <li>Use of reading as a starting point for writing and speaking tasks</li> <li>Use of more open-ended questions</li> <li>Use of activities that encourage student self-expression, e.g. pair/group work, discussion</li> <li>Greater emphasis on assessment for learning, e.g. sharing of learning intentions, providing timely feedback, using self/peer assessment form</li> </ul>		

# Impact of RaC Beyond the ELE KLA (1)

## Skills & Strategies for Independent Reading

Reading for information  
& knowledge enrichment

Reading for personal  
development



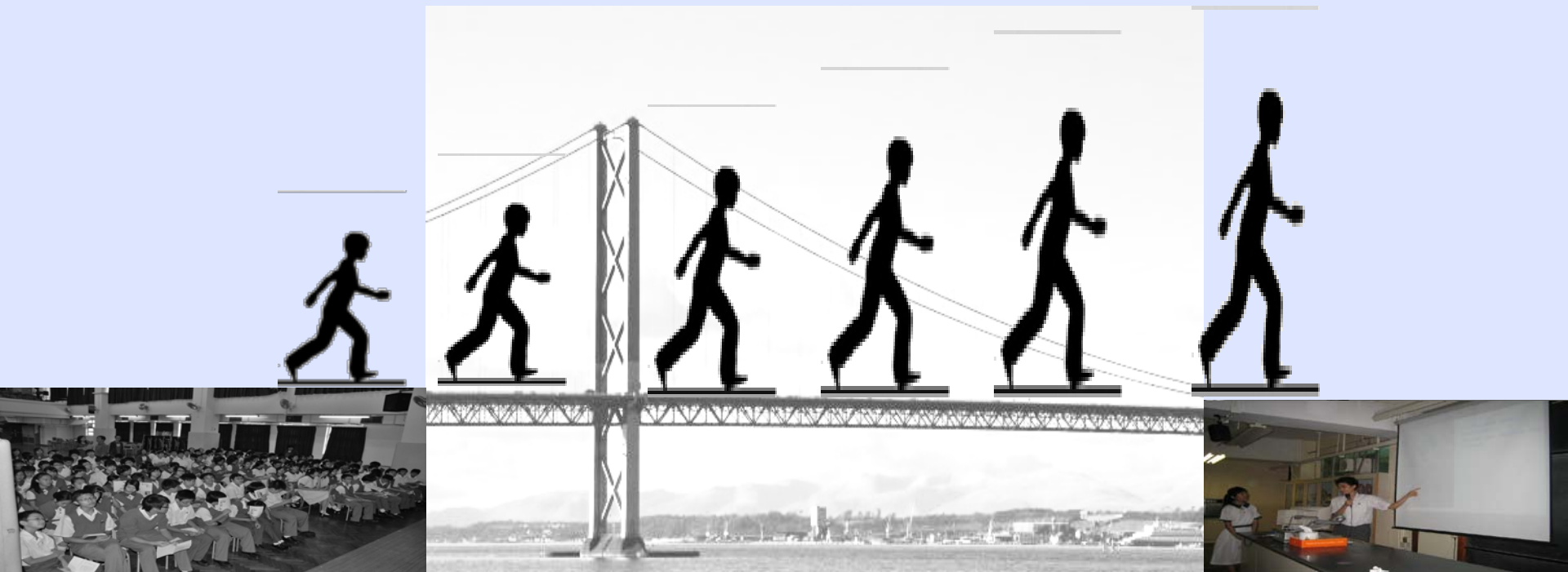
Setting up a Cross-curricular  
Reading Corner in the library



# Impact of RaC Beyond the ELE KLA (2)

## Increased Awareness of the Connection Between Learning Experiences in ELE KLA and other KLAs

- Facilitating the implementation of Ming Yin's Whole-school Language Policy; and
- Paving the way for more collaboration between the ELE KLA and other KLAs based on Ming Yin's Whole-school Language Policy



Our JS students

Our SS students

**Refocusing the School-based  
JS English Language Curriculum  
As a Result of the  
“Seed” Project Experience**



# Increased Students Reading Engagement, Interest and Motivation



***Our teachers***

Ss' level of **reading engagement increased remarkably**, especially among the weaker students. The result was that they **wrote more in writing tasks** and **had more ideas to share in speaking tasks**.

Thanks to the variety of text types and interesting reading activities, we found **reading fun and enjoyable**.

We really appreciate that we **learnt a lot about topics related to other school subjects**.



***Our students***

There was a gradual **improvement in students' engagement, interest and motivation** as long as teachers selected **appealing texts** and used **interactive and diverse activities**, students remained motivated to read.



***Our Project Advisor, Professor Cecilia CHUN***

# Increased Student Reading Confidence

## *Our teachers*



Our students have developed **more advanced reading skills**, such as guessing the meaning of unfamiliar words.

We've learnt how to **make prediction**, how to **locate specific information using the index page** and how to **guess the meaning of unfamiliar words**.

## *Our students*



There was evidence suggesting that the students unconsciously **employed different reading skills and strategies** when reading English materials.



# English Panel's Professional Growth – Readiness to Refocus Pedagogical Practices



*Our teachers*

We are now more aware of the **different strategies for teaching reading**.

We have realised how important it is **to teach reading skills and strategies explicitly**.

It is important **to use a variety of activities** to develop our students' reading skills and strategies.

- The teachers became more familiar with **different reading-related activities**, e.g. jigsaw reading, discussion.
- They also became more aware of the **various reading skills and strategies** and the need to teach them explicitly.



*Our Project Advisor, Professor Cecilia CHUN*

# English Panel's Professional Growth – Readiness to Refocus Curriculum Planning



*Our teachers*

I.S. teachers reported that **our students had written more in the exam.**

We believe that our school-based curriculum can be refined by **incorporating interesting reading materials into it**, on top of those from the textbook.

It is important to **use a variety of text types, including information texts, with content-area links**, as reading materials, to increase students' exposure to texts that they come across in other KLAs.

The teachers became more aware of **using information texts** as reading materials to relate learning in ELE to other KLAs.

They were also more convinced of the **benefits of RaC**, e.g.

- equipping students with **reading and generic skills that facilitate reading in different domains for different purposes** and enhance their ability to **study other subjects**;
- stimulus for students to **generate more ideas** and organise information, **not only in English Language, but also in other KLAs.**



**Q & A**

# Sample Student Work (1)




C.C.C. Ming Yin College  
First Tryout of the Seed Project 2008-09  
Lesson 6 - What is Democracy

Activity Sheet 9

Name: 范家揚 (7) Class: 1A Date: 1/2

## Rights and Responsibilities I have now...

	<u>Rights</u> I have the right to...	<u>Responsibilities</u> I have the responsibility to...
<b>School</b>	borrow books. play in the playground. enjoy your food in the canteen.	follow the school rules, listen to my teacher. clean the blackboard when I am on duty.
<b>Family</b>	watch TV freely. eat food everytime. have a bath.	love my parents help them to help my parents the shoes





C.C.C. Ming Yin College  
First Tryout of the Seed Project 2008-09  
Lesson 6 - What is Democracy

Activity Sheet 9

Name: 袁錫榮 (40) Class: 1A Date: 3<sup>rd</sup> December 08

## Rights and Responsibilities I have now...

	<u>Rights</u> I have the right to...	<u>Responsibilities</u> I have the responsibility to...
<b>School</b>	1. use the locker ✓ 2. borrow books from the library ✓	1. wear uniform to go to school ✓ 2. pay attention during lessons ✓ 3. hand in homework on time ✓ 4. clean up after lunch in canteen ✓
<b>Family</b>	1. find food from the fridge ✓ 2. watch TV ✓	1. keep the house clean ✓ 2. tidy up my own things ✓ 3. finish homework before playing ✓



# Sample Student Work (2)


C.C.C. Ming Yin College  
Second Tryout of the Seed Project 2008-09  
Rain in Summer - Sessions 1 & 2

Activity Sheet 1

Name: Jiffany (2) Class: 1A Date: 07/05/09

Discuss the following questions in groups of three or four.

1. How do you feel about rain? Are you like the 'adults', 'children' or 'babies' in the poem?



*I don't like rain ~~at all~~ because when it rains, I am inconvenient and I need to walk slowly, otherwise I get my clothes and shoes always get wet too, how disgusting. I like the 'children' in the poem because they sit puddles and don't mind getting wet at all, I like their*

2. How important is rain to you as a source of happiness or enjoyment?

*Although I don't like rain much, but rain sometimes also brings me joy. When it rains, sometimes I share my umbrella with my classmates. We use a small umbrella but I enjoy it. It is because when we are close, we talk a lot, <sup>and</sup> this can improve our friendship.*

C.C.C. Ming Yin College  
Second Tryout of the Seed Project 2008-09  
Liquid Gold - Session 3

Activity Sheet 6

Name: CHUNG CHO YU (23) Class: 1A Date: 15/5

Complete the following table.

**Part I:**

- Imagine that you lived in the areas labelled 'mild and extreme shortages' on p.11 of the book 'Liquid Gold', what would your life be? How would you obtain water and how much water could you have each day? Write down your ideas in the shaded box.

**Part II:**

- Read 'Liquid Gold' p.13. How do the people in some parts of Africa and Asia obtain water? How much water do they have each day?

The area labelled 'mild/extreme shortages' / some parts of Africa and Asia	
How to obtain water?	<i>My life will be very painful. They have to get water from wells or springs and carry it back to their home. I will drink the dirty water and I will get sick all the time. I obtain water in the river or lake which is very dirty.</i>
How much water each day?	<i>100 L each day. 10-15 L each day.</i>

Anticipation/Guess       Read p.13 and Confirm

*See!* *See*

