

Professional Development Programme:
**Enriching and Extending Students' Learning Experiences through Reading
and Writing across the Curriculum at the Secondary Level**

Session 1

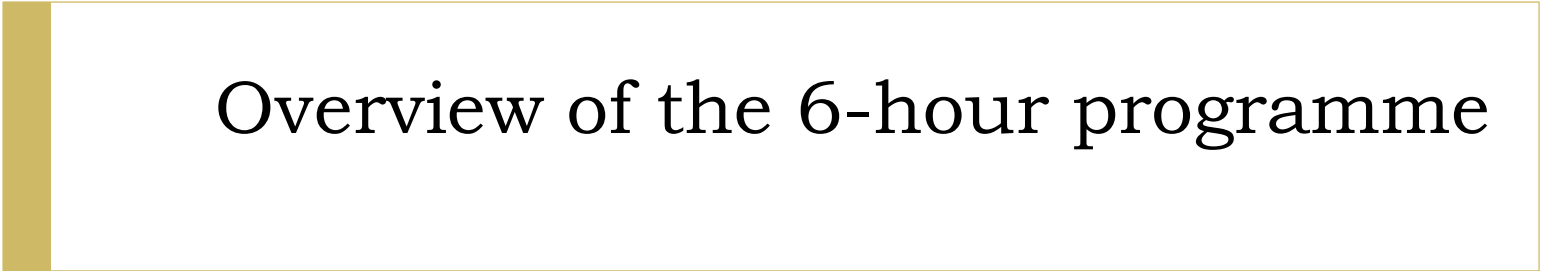
Dr Simon Chan

Organised by the INSTEP, Faculty of Education, The University of Hong Kong and
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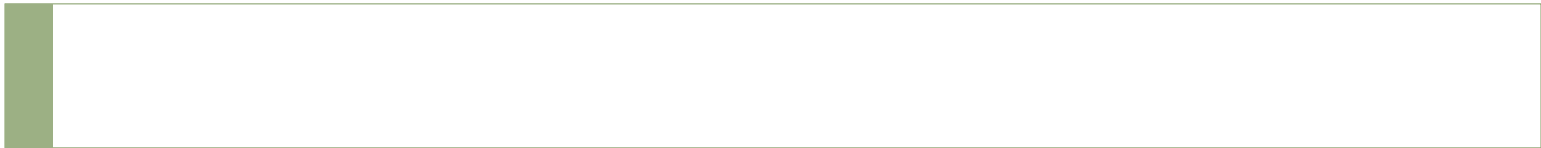
Warm-up self-reflection: What challenges are your students facing?

Reading challenges	Writing challenges
1.	1.
2.	2.
3.	3.





Overview of the 6-hour programme



The overall aims of the programme

- ▶ Sessions 1 to 3 will focus on the following issues:
 - ▶ An overview of students' development of reading and writing skills at Key Stage 3
 - ▶ The **significance of Reading and Writing across the Curriculum (RWaC)** in (i) developing students' reading and writing competence; (ii) developing their positive values and higher order thinking skills and creativity; and (iii) school-based MOI and LAC plans
 - ▶ Motivating students to engage in sustained reading and writing activities
 - ▶ Introduction to the roles **fictional and non-fictional genres** play in RWaC
 - ▶ Understanding the rhetorical structure of different genres
 - ▶ **Selecting texts and genres** for RWaC
 - ▶ Considerations in designing reading and writing tasks for RaC and WaC
 - ▶ Introducing the **Reading-to-Write Cycle**: how to connect reading to writing in the curriculum
 - ▶ **Demonstrating** the process of designing and implementing RWaC cycles
 - ▶ Modelling teacher talk in Reading-to-Write lessons – introducing strategies in unpacking and repacking difficult texts
 - ▶ Exploring ways to provide **quality feedback** to help students improve their written work and design follow-up activities to address the problems identified
- ▶ Session 4 will focus on the following issue(s):
 - ▶ Providing participants with opportunities to **design tasks and activities to help students** develop their skills in selecting, extracting, summarising and interpreting relevant information, ideas and views from multiple texts of different types, as well as a **possible action plans** for them to try out RWaC in their own school context

Professional Development Programme:
**“Enriching and Extending Students’ Learning Experiences through Reading and Writing
across the Curriculum”**

Programme Content

Session	Topic
Session 1	(1) Overview of the Programme (2) Introduction to the significance of RWaC in the ELT secondary curriculum (3) Suggested framework for designing RWaC lessons (4) Different RWaC genres and associated language functions
Session 2	(1) Demonstration #1 (RWaC in Science subjects) (2) Debriefing: reflection & discussion
Session 3	(1) Demonstration #2 ((RWaC in PSHE subjects) (2) Debriefing: reflection & discussion
Session 4	(1) Application: Preparing for the presentations (2) Mini presentations (3) Summary of the programme



Facilitating professional dialogues and reflection in the programme



Examples and demonstrations

Discussions and reflections

Action plans

Sharing and mini-presentations





Let's start with you...



How do you teach reading / writing in your classroom?

Response from
your students #1:
Is this English?

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

Response from
your students #2:
*Is it the poem
Jabberwock by
Lewis Carroll?*

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand:
Long time the manxome foe he
sought—
So rested he by the Tumtum tree,
And stood awhile in thought.....



Discussion Task 1

How do you teach reading / writing in your classroom?

- ▶ **Based on the challenges / problems you have identified**

- ▶ for students

- ▶ for teachers

- ...

- ▶ **How would you describe:**

- ▶ your beliefs about reading / teaching reading?

- ▶ your beliefs about writing / teaching writing?

- ▶ your practice of teaching reading / writing skills?



Traditional Views of Reading and Writing

Reading

- input**
- receptive skills**
- comprehension of language**

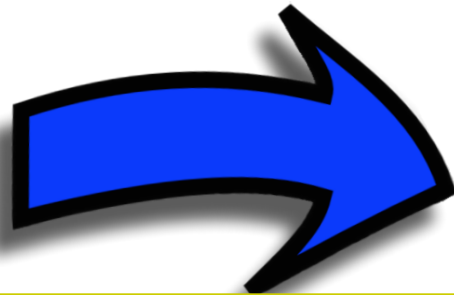
Writing

- output**
- productive skills**
- production of language**

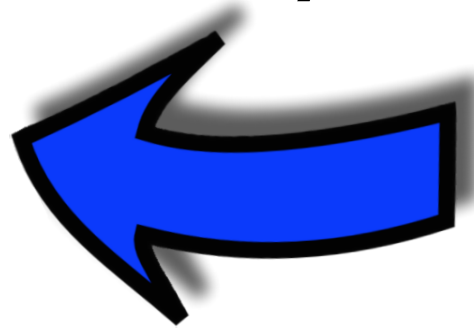


Connection between Reading and Writing

Reading



**The same pool of knowledge and skills
connect reading and writing!
e.g. the use of grammar and
vocabulary clues**



Writing



A summary of reading strategies

Pre-reading

- Activating prior knowledge and making connections
- Creating concept maps
- Drawing attention to contextual clues (e.g., titles, visuals)
- Questioning
- Pre-teaching key vocabulary
- Predicting keywords/key content
- Reciprocal questioning
- Setting a purpose
- Skimming

- Checking comprehension
- Drawing attention to contextual clues
- Determining importance of a point
- Evaluating different points of view
- Finding and underlining key words/explaining key words
- Guessing meanings of words from context
- Highlighting the rhetorical organisation of the text
- Inferring the author's point of view
- Paraphrasing a key point
- Questioning
- Reading aloud; Thinking aloud
- Reciprocal questioning
- Rereading; Scanning; Skimming
- Summarising; Synthesising; Surveying
- Visualising; Creating concept maps

While-reading

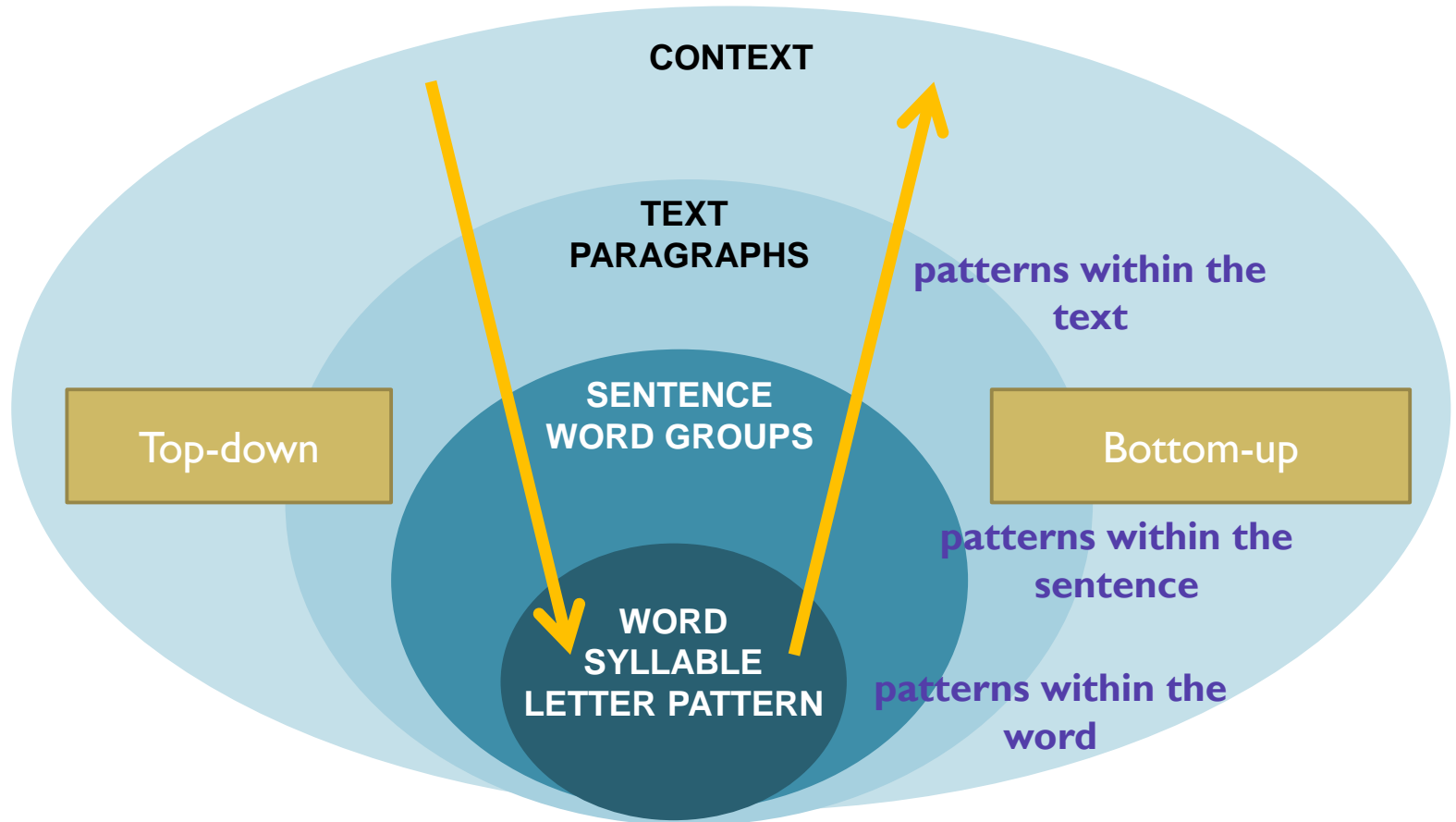
- Creating mental concept maps
- Questioning
- Reciprocal questioning
- Surveying
- Thinking aloud

- Checking comprehension
- Conducting picture walk
- Creating concept maps
- Drawing a conclusion
- Evaluating different points of view
- Highlighting the rhetorical organisation of the text
- Inferring the author's point of view
- Paraphrasing a key point
- Reciprocal questioning
- Rereading, Summarising, Surveying, Synthesising
- Reading aloud

Post-reading

Possible design principle of RWaC programmes: Genre-based pedagogy

A functional view of language in context (Rose, D. 2005)



**Understanding the context,
curriculum and reading / writing
skills**

Task 2

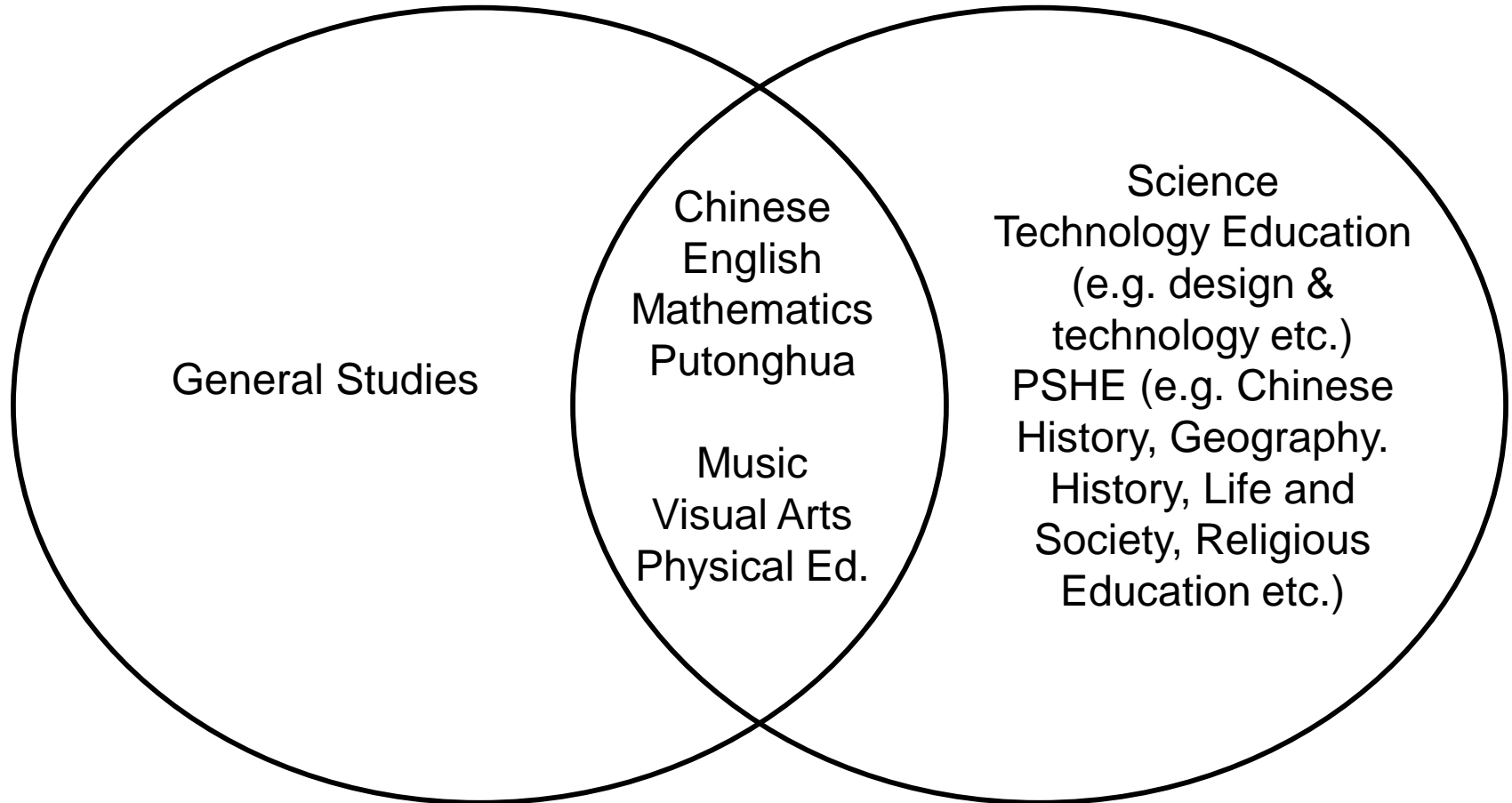
What are students learning (e.g. reading and writing) in KS2 and KS3?

- ▶ In groups, can you list the subjects that your students were learning in KS2 (Primary 4-6) and the subjects that they are learning in KS3 (Secondary 1-3)?



Upper Primary (KS2)

Junior Secondary (KS3)



Task 3*

What kinds of texts are students reading/writing in KS2 and KS3?

- ▶ Look at the following extracts of texts. They are all texts from local textbooks.
 - ▶ Can you identify the genre / text type and subject area of each?
 - ▶ Can you also determine whether each belongs to KS2 or KS3?
 - ▶ Are there any similarities or differences among these texts?
 - ▶ What kinds of skills or strategies do students need in order to read and write these texts?
-



Text	Genre/ Text type	Subject Area	Key Stage
1	Explanation + instruction	Computer Literacy	KS3
2	Personal recount	English (textbook)	KS3
3	Report (classifying report)	Geography	KS3
4	Poem	English (reader)	KS2
5	Report (classifying report)	Science	KS3
6	Historical recount	History	KS3
7	Personal recount	English (textbook)	KS2
8	Narrative	English (reader)	KS3
9	Explanation (cause-and-effect)	General Studies	KS2

Discussion

- ▶ Are there any similarities or differences among these texts?

Similarities:

For example:

- text types
- subject areas
- topics

Differences:

For example:

- complexity of language
- complexity of ideas presented
- cognitive demands



Discussion

- What kinds of skills or strategies do students need in order to read/write these texts?

Reading/writing skills or strategies

For example:

- understanding the connection between ideas
- using connectives to connect ideas
- identifying pronoun reference
- guessing meaning of unfamiliar words from context
- using a variety of vocabulary and sentence patterns
- using headings and picture clues to predict text content
- identifying text type structure



Discussion

- Are there any missing links between primary and junior secondary years?

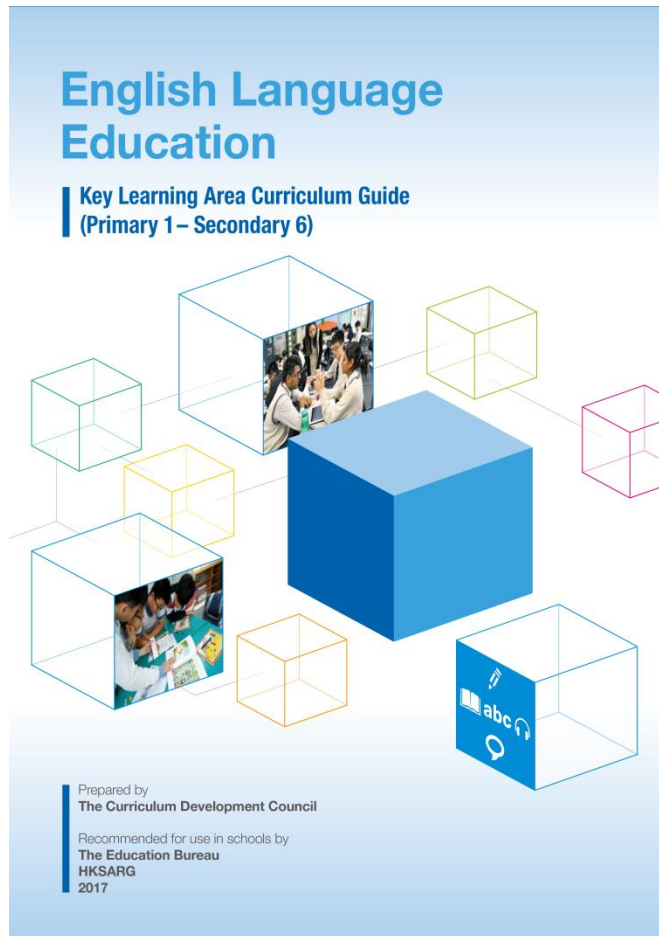
Some possibilities on enhancing students' language proficiency to meet the language demands in secondary years:

For example:

- exposure to a wider variety of text-types
- exposure to a wider range of topics (fiction / non-fiction)
- exposure to both English for everyday use and Academic English
- strengthening vocabulary building strategies



Reading/Writing skills for Hong Kong students



Appendix 5: Language Skills and
Language Development Strategies for Key
Stages 1 — 4 (P1 — S6), P. A37

What is a genre-based approach to reading and writing?

- In very simple terms, this approach emphasises **genres** (i.e. “**text types**”) and the importance **explicit instruction** on reading and writing strategies to help students deconstruct and reconstruct **various types of texts**, with extensive **demonstration, scaffolding and explanation** on the process of making sense of meanings of those texts.
- Talking about meaning, if we guide the students to go beyond understanding and expressing superficial meanings in texts, we may promote the development of **higher order thinking skills and positive values**, e.g....



1. What are the eating habits of Hong Kong people?

2. What is our main diet?

3. Why do we often eat seafood?

- ▶ (Text 9)
- ▶ How would you answer these three questions? Do the sentences and pictures presented provide enough information?
- ▶ Would you challenge such information by relating to concepts like economic wealth, composition of the population, fairness and (in)equality etc.? Why/why not?
- ▶ Note the adoption of quite debatable topics in HKDSE English language in recent years, e.g. the one on “food trucks”

Genre-based approach to reading and writing

- ▶ What is a genre?
- ▶ A genre is more dynamic than a text type and is always changing and evolving



What is genre?

“All the language events , both spoken and written, that we participate in as members of our particular society and culture” (Gibbons, 2009, p. 108).

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

Task 4

(Adapted from Rose, D. (2010). *Reading to learn: Teacher resource books*, book 1, p. 8 . From <http://www.readingtolearn.com.au/>)

Then... what constitutes a genre?

Top-down

Curriculum Context

Science, Geography, Economics, English language arts

Text Type

e.g. Procedure in Experiment, Information Report, Short Story

patterns within
the text

Paragraph / Sentences

Grammar & Rhetorical functions:
e.g., Compare & Contrast;
Defining

patterns within the sentence
/ paragraph

Words

Lexical Phrases

patterns within
the word

A **Functional** View of Language in
Context (Rose, 2005)

Bottom-up

Advantages of a genre-based approach to teaching reading and writing:

- ▶ It offers us a **systematic** and **meaningful** way to teach reading and/or writing.
- ▶ In particular, we can highlight:
 - ▶ What is the **subject matter/curriculum context**?
 - ▶ For example, “water cycle” in science,
 - ▶ A fable in English language arts
 - ▶ Who are the **target readers**?
 - ▶ For example, an expert informing an expert-to-be about a science concept (in textbooks)
 - ▶ E.g., Fable: adults telling children a story with a moral lesson for them to learn



Task 5*

Let's try what we have learnt so far with the following text

Energy Crisis

Humans are like all other animals in that they need the energy from food to stay alive, to function in their environment and to reproduce. For these basics we have about the same personal energy requirements as other mammals of about the same size. Unlike animals, however, humans expect much more out of life than just survival. These expectations have a cost. People have come to expect all kinds of luxuries. We want heating and cooling, computers, cars, planes etc. A lot of energy is used in the initial production of these items and they use a lot of energy to run. They have caused an energy crisis.



Task 5 Genre-based approach: “Energy Crisis ”

► Curriculum Context

Energy (Science/PSHE), Purpose: explain the concept energy crisis

► Text type

Explanation

Genre-based pedagogy would mean providing support at these various levels of language to facilitate the students’ reading process

► Text structure

General → Specific (“energy” → “energy crisis”)

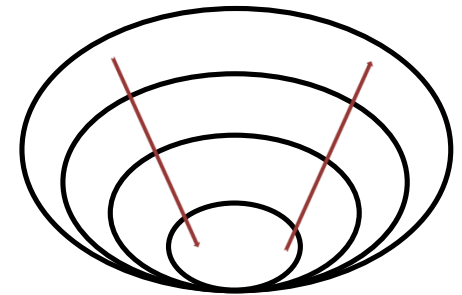
► Sentence patterns

Descriptive sentences / sentences for causal relationships

► Words / lexical phrases

Words related to the topic “energy”, “animals”;

► signaling words suggesting causes/results etc.



Task 5 Genre-based approach:

“Energy Crisis ”

- ▶ Any ideas on using this text to promote higher order thinking skills and positive values?
- ▶ Some suggestions:
 - ▶ Discuss the following questions:
 - ▶ Are we being fair to the other animals by consuming their energy sources?
 - ▶ Can we go back to life without the ‘luxuries’ mentioned in the text?
 - ▶ What should we do when facing the energy crisis?
 - ▶ Possible integration with multimodal texts, e.g.
<https://www.youtube.com/watch?v=5OkBT9l6Lbs> _____






How useful is this
to our students' learning?



Exposure → Automaticity

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

(Segalowitz, 1991, p. 23)

The slide features two vertical bars on the left side: a gold one above a green one.

The Genre-based Approach to Reading and Writing Across the Curriculum

How do we apply the genre-based approach in
RWaC?

“I’m just an ENGLISH teacher, I don’t know much about the academic text types...”

“I know nothing about Science / Maths. / History etc.”

“My students are not in an EMI class...”



How do we apply the genre-based approach in RWaC?

- ▶ We can start small, and with something that we are familiar with (or maybe are doing very well already!).
- ▶ Can you guess?



How do we apply the genre-based approach in RWaC?

- To promote English reading/writing and across different KLAs, **information texts** are very good resources.
- We can make good use of this opportunity and become more aware of the importance of teaching information texts with an explicit emphasis on **understanding the features of academic genres (or text types) and detailed reading strategies.**

This could work in all school contexts, including those schools/ classes where content subjects are taught in Chinese



Reading for everyday life and reading for school subjects:
different kinds, different purposes, different ways

- **Everyday English is different from academic English**
 - E.g., Everyday text-types are different from academic text-types

- **Differences**

- contexts
- text types
- academic functions
- sentence patterns & vocabulary

- **Similarity**

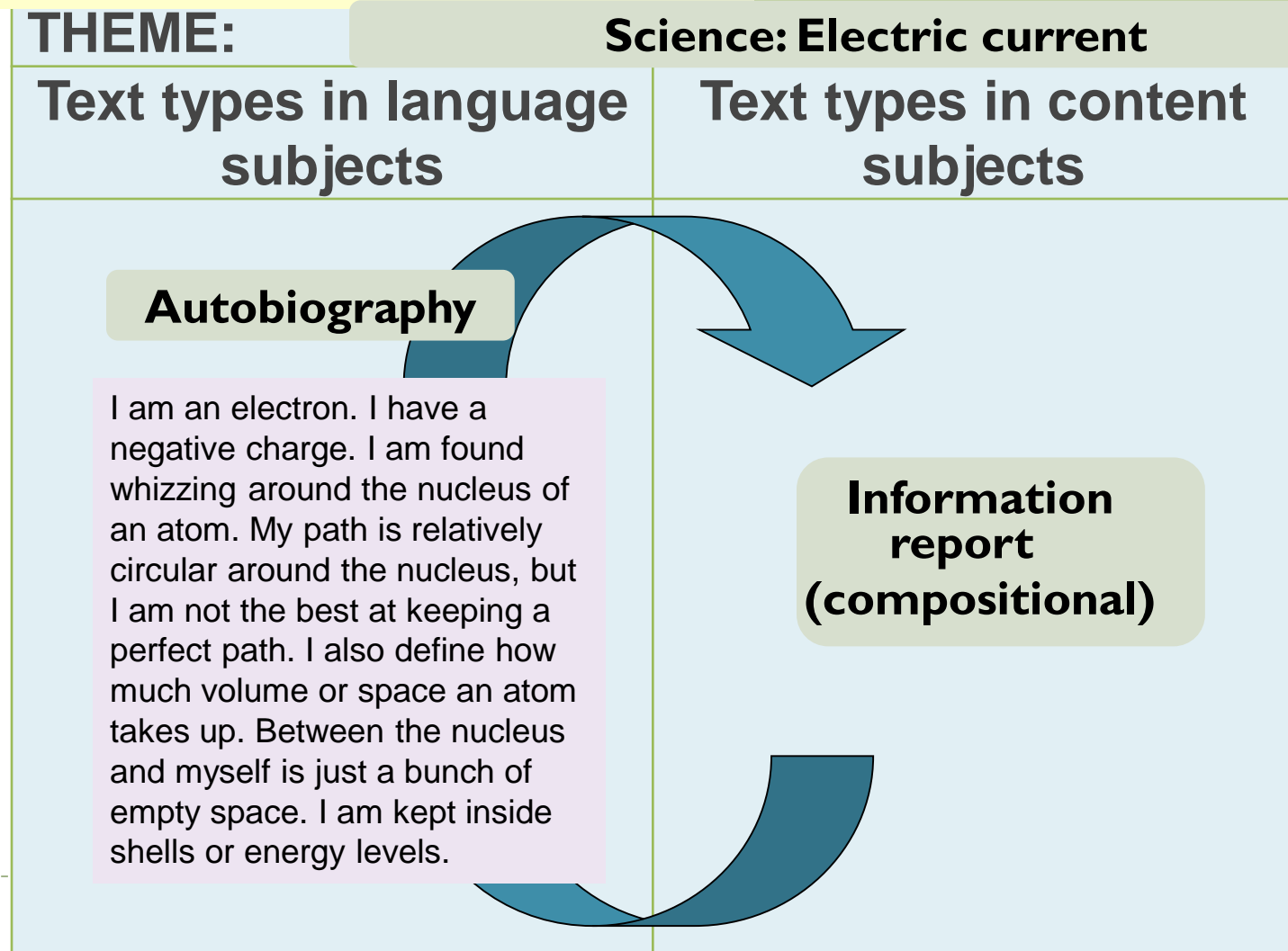
- both are important to the language and cognitive development of our students

It is therefore vital to help our students to develop skills and strategies to tackle everyday texts and academic texts progressively across different disciplines.

Text types in language and content subjects

Refer to the graphic organiser below, choose a theme, and think of some possible text types that you can use to teach the content.

Another RWaC example...



Some common text types in language and content subjects

Text types commonly found in language subjects

- Email
- Poem
- Story
- News article
- Essay
- Recipe
- Argumentative essay
- Letter to the editor
- Advertisement
- Proposal

Text types commonly found in content subjects

- Information report
- Laboratory report
- Essay
- Historical recount
- Manuals
- Explanations on sequence and process
- Explanations on cause and effect
- Discussion
- Argumentative essay

What does Detailed Reading do?

- ▶ Supporting learners to read short paragraphs of text, sentence-by-sentence, by guiding them to identify groups of words in each sentence, and discussing their meanings
- ▶ Enabling learners to:
 - ▶ read challenging texts with **detailed comprehension**
 - ▶ recognise **the language choices** that writers make
 - ▶ **use the content** of factual texts **to write** texts of their own
 - ▶ **use the language resources of accomplished writers** in their own writing
- ▶ Enabling teachers to:
 - ▶ meet the **language and content goals of their curricula**
 - ▶ **support all students** to learn at the same level

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

Understanding “connecting reading and writing” through demos

► 2 demonstrations

Demo #1 in
session 2,
focusing on
RWaC with
science subjects

Demo #2 in
session 3, focusing
on RWaC with
humanities subjects



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References:

Texts for Task 3

- ▶ Text 1: “Inserting animation” in “Computer and Information Technology: Computer Literacy Course for Junior Secondary, Basic Modules, 2A” (pp. 182-183). Hong Kong: Longman Hong Kong Education. (2007)
- ▶ Text 2: “Hello, Hong Kong!” in “Developing Skills Freeway, 1A” (p. 80). Hong Kong: Aristo Educational Press Ltd. (2007)
- ▶ Text 3: “How is land used in the urban areas of Hong Kong?” in “Exploring Geography, 1A, Second Edition” (pp. 40-41). Hong Kong: Oxford University Press. (2007)
- ▶ Text 4: “Five Little Chickens” in “Fancy Food Work”, My Pals are Here: Reading Ladder, Primary 5 (pp. 2-3). Hong Kong: Educational Publishing House Ltd. (2005)
- ▶ Text 5: “A New Life is Born” in Mastering Science, 1A (p. 134). Hong Kong: Oxford University Press. (2010)
- ▶ Text 6: “The Fertile Crescent” in World History Express, 1A, second edition (pp. 80-81). Hong Kong: Ling Kee Publishing Co. (2010)
- ▶ Text 7: “Come to My Party” in My Pals are Here! English for Hong Kong, 4A (pp. 16-17). Hong Kong: Educational Publishing House Ltd. (2005)
- ▶ Text 8: “A murder mystery” in Thematic Anthology, Set A, Book 1 (pp. 132-133). Hong Kong: Oxford University Press (China) Ltd. (2009)
- ▶ Text 9: “The Earth’s Climate and Environment” in Primary General Studies 4A (pp. 14-15). Hong Kong: New Asia Publishing House. (2010)

Text for Task 5

- ▶ Science Ways 1 (Chapter 6- Energy and its uses , p. 141). Published by Pearson Education Australia. (2008)
-



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Session 2

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Science is one of the 8 Key Learning Areas (KLAs) of the HK school curriculum

Learning to Learn 2+ — The Hong Kong School Curriculum

A broad and balanced curriculum with diversification and specialisations (choices) for academic, professional and vocational development according to students' needs

Nurturing
lifelong & self-directed
learning capabilities

Multiple pathways

Fostering
whole-person development

SEVEN LEARNING GOALS

FIVE ESSENTIAL LEARNING EXPERIENCES

Moral and Civic Education Intellectual Development Community Service Physical and Aesthetic Development Career-related Experiences

Secondary 4-6

SS

Secondary 1-3

JS

Primary 1-6

P

Kindergarten 1-3

KG

Core Subjects

Chinese Language
English Language
Mathematics
Liberal Studies

Electives

20 Elective Subjects
Applied Learning
Other Languages

Other Learning Experiences

Moral and Civic Education
Community Service
Aesthetic Development
Physical Development
Career-related Experiences

Four Key Tasks: Towards major renewed emphases (MRE) at the JS level and beyond

STEM education & ITE, Values education (incl. MCE & Basic Law education), Language across the Curriculum (incl. reading), etc.

Chinese
Language
Education

Key Learning
Area

English
Language
Education

Key Learning
Area

Mathematics
Education

Key Learning
Area

Science
Education

Key Learning
Area

Technology
Education

Key Learning
Area

Personal,
Social &
Humanities
Education

Key Learning
Area

Arts
Education

Key Learning
Area

Physical
Education

Key Learning
Area

General Studies

Values & Attitudes, Skills and Knowledge

Language

Early
Childhood
Mathematics

Nature &
Living

Self &
Society

Arts &
Creativity

Physical
Fitness &
Health

Values & attitudes

Seven priority values

- Perseverance
- Respect for Others
- Responsibility
- National Identity
- Commitment
- Integrity
- Care for Others

Generic skills

- Basic Skills
- Communication Skills
 - Mathematical Skills
 - IT Skills

Thinking Skills

- Critical Thinking Skills
- Creativity
- Problem Solving Skills

Personal & Social Skills

- Self-management Skills
- Self-learning Skills
- Collaboration Skills



Education Bureau
2017

► **Direction**

- The emphasis of science education is to enhance students' scientific thinking through progressive learning activities that involve planning, measuring, observing, analysing data, designing and evaluation procedures, and examining evidence. Learning science will enable our students to lead a fulfilling and responsible life by encouraging them to **learn independently, deal with new situations, reason critically, think creatively, make wise decisions and solve problems.**
- Through science activities, students should develop an interest in science and thus they will be motivated to become active learners in science. Students should also develop an understanding of science, technology and society (STS). **They should be able to make informed decisions based on evidence.**
- Students with high ability or a strong interest in science need more challenging learning programmes. These programmes should stretch the students' science capabilities and offer opportunities for students to develop their potential to the full.

(from: <http://www.edb.gov.hk/en/curriculum-development/kla/science-edu/index.html>)



Science Education

Science education provides learning experiences for students to develop scientific literacy with a firm foundation in science, realise the relationship between science, technology, engineering and mathematics, master the integration and application of knowledge and skills within and across KLA's, and develop positive values and attitudes for personal development and for contributing to a scientific and technological world.

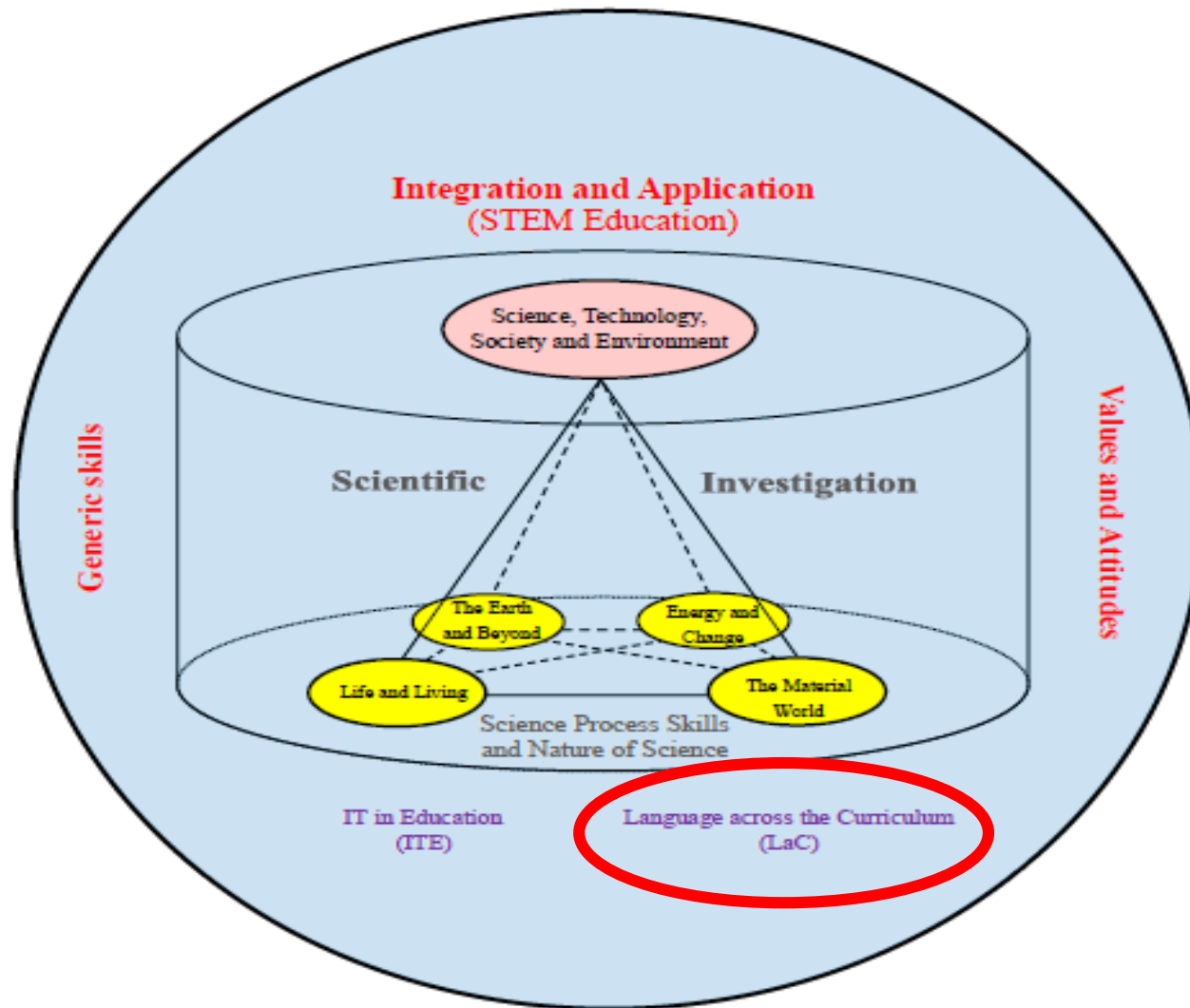


Figure 2.1 Diagrammatic Representation of the Science Education Curriculum Framework

Learning targets for students at the junior secondary level (Key Stage 3, Secondary 1 - 3) are to:

- develop curiosity and interest in science and appreciate the wonder of nature and the technological world;
- acquire basic scientific knowledge and concepts for living in and contributing to a scientific and technological world;
- develop science process skills to define problems, plan and design investigations to find solutions, conduct practical work, analyse and interpret the results, and present the findings;
- apply scientific knowledge, science process skills and relevant generic skills, to solve some daily life problems;
- use basic science language to communicate;
- recognise the relationship between science, technology, society and the environment, and develop an attitude for responsible citizenship;
- recognise the usefulness and limitations of science and the evolutionary nature of scientific knowledge;
- apply their understanding of science to maintain personal health and develop an awareness of safety issues in everyday life, understand the reasons behind, and take proper actions to avoid accidents and reduce risks; and
- consider the effects of human activities on the environment and act sensibly for sustainable development of the environment.

Let's
explore
the
nature
of
Science
language
in this
session.



Learning targets for students at the senior secondary level, (Key Stage 4, Secondary 4 - 6) are to:

- sustain and further develop the interest and curiosity in science, as well as appreciate the wonder of nature and the technological world;
- have an understanding of the essential scientific knowledge and technological developments for living in and contributing towards a scientific and technological world;
- be able to construct and apply knowledge of science and master the science process skills;
- be able to integrate and apply knowledge and skills of science with other STEM-related disciplines, and develop an entrepreneurial spirit with positive values and attitudes;
- have the ability to make inquiries about science by employing scientific methods and solve daily life problems with innovative solutions;
- use the language of science to communicate ideas and express views on science-related/STEM-related issues;
- make informed judgements and decisions based on scientific evidence, and take responsible actions on safety issues;
- understand and evaluate the social, ethical, economic, environmental and technological implications of science, and develop an attitude for responsible citizenship;
- understand the different aspects of the nature of science and their implications, and also the limitations of science and technology; and
- understand the effects of human activities on the environment and be committed to act responsibly for the sustainable development of the world.

Language demands in relating Science to everyday life:

- descriptions;
- comparing;
- stating reasons /consequences;
- giving instructions etc.

(cf. data-based questions in HKDSE in Science subjects)





c.f. One of the two overall aims of the English Language Education curriculum:

*“to enable every student to prepare for the changing socio-economic demands resulting from **advances in information technology**; these demands include the **interpretation, use and production of materials** for pleasure, study and work in the English medium”*

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf

How is Science Education realised in schools?

	Subjects offered
Primary education	<ul style="list-style-type: none">• General Studies• Science
Junior secondary (S.1 - S.3)	<ul style="list-style-type: none">• Science (S1 - 3) (i.e. “<i>integrated science</i>”)
Senior secondary (S.4 - S.6)	<ul style="list-style-type: none">• Physics• Chemistry• Biology• Integrated Science• Combined Science

Let's focus on this

More details & curriculum documents: <http://www.edb.gov.hk/en/curriculum-development/kla/science-edu/curriculum-documents.html>



Brainstorming task:

- ▶ What are some characteristics of Science language/texts?



Language features of science texts (General)

▶ Technical terms/ subject specific terminology

e.g. molecule, polymer, polymerisation, superconductor, element, compound, chemical change, acid, alkali, mitochondria, chloroplasts

▶ Complicated noun phrases

e.g. “**The number of motichondrai in a particular cell** depends on the cell’s energy needs.”

e.g. “A vacuole is **a fluid-filled space within the cytoplasm, surrounded by a membrane called the tonoplast .**”

▶ Modality

▶ e.g. “However, many scientists think that the evidence is not conclusive. More studies **should** be done to find out the effects of using mobile phones on health.”

- Sentence structures/ patterns

- Use of conditional sentences

e.g. “**If** the disease is left untreated, the tooth may become loose and eventually fall off.”

- Use of the passive voice

e. g. “All nucleic acids **are built up** from similar repeating subunits called nucleotides.”

“Glycogen, starch, and cellulose are examples of polysaccharides. They **are made up of** glucose molecules joining in different patterns.”

- Use of relative clauses

e.g. “Enzymes are important proteins **that regulate almost all biochemical reactions that occur in cells.**”

----- Can you guess what the most common use of relative clauses in Science texts is?



▶ Text structures

- With some fixed structures/ frameworks of presenting ideas
e.g. Introduction → Illustration under different sub-headings (with paragraphs and topic sentences) → Conclusion

▶ Text Purposes

- To introduce/ define a term/ concept
e.g. to define photosynthesis
- To describe a phenomenon
e.g. to describe sexual production
- To explain the processes or development of something
e.g. to explain the water cycle



Difficulties our students face

1. Abstract & complicated concepts (content)
 2. Technical terms/ Vocabulary
 3. Complex noun phrase and sentence structures
 4. Different types of registers/ genres
- In both comprehension & production

→ How can RWaC help alleviate these problems?



From Reading to Writing

Example 1



Level: KS3

Theme / Topic: Food as source of energy (S2 Science) ↔
Healthy eating (English)

Genre: information report → story (narrative)



Brainstorming

1. What kind of content support will be needed for this RWaC activity?
2. What kind of language support will be needed for this RWaC activity?
3. Do you know any other topics in Science that can also be used for prompting RWaC? What kind of support and resources will be needed for this type of collaboration between the two subjects?
4. Any ideas in using the activity to promote higher order thinking and/or positive values on the part of the students?
 - e.g. integrating information from different texts (c.f. texts in Paper 3 of HKDSE English Language)
 - e.g. comparing and contrasting perspectives
 - e.g. writing a moral at the end of the story



From Reading to Writing

Example 2



Level: junior secondary

Theme / Topic: Effects of drugs, alcohol and solvents on our senses (S3 Science) \leftrightarrow Teen problems (English)

Genre: explanation text \rightarrow script

Why script, but not a story?

Discussion #2

1. What kind of content support will be needed for this RWaC activity?
2. What kind of language support will be needed for this RWaC activity?
3. Do you know any other topics in Science that can also be used for prompting RWaC? What kind of support and resources will be needed for this type of collaboration between the two subjects?
1. Shall we ask students to write a story? Or shall we ask our students to write a drama script and perform it? Which genre is more likely to promote students' creativity?

Text Grammar Challenge: Identify all examples of modal verbs used in Texts 1 & 2.
Can you explain their uses?

What other grammar items can we focus on using the context provided in the two texts?



Overall reflection

- ▶ What do you think of the suggested activities?
- ▶ Have you identified any strategies / skills used?
- ▶ Do you think you can apply some of these strategies / skills? Why or why not?
- ▶ **How can we cater for learner diversity?**

Think from the teachers' perspective:

- What is the activity design?
- What is the purpose of the activity?
- Is there any visible pedagogy to be used with this activity? What do I have to be explicit?
- How to connect or apply this activity in my daily teaching?

Think from your students' perspective:

- What do my students have to do?
- Is this activity at the right level for my students?
- How will my students respond to this activity?

-
- ▶ Additional resources: online, multimodal resources (e.g. video clips, online games, quizzes)

Questions:

- ▶ How can we make use of these multimodal resources?
- ▶ What are the demands (language demands + content demands) on students' understanding on the topic using these resources?
- ▶ Who are these multimodal resources suitable for?



Some other useful resources

<http://www.scienceandliteracy.org>



Congratulations! We've completed Part 1 of the workshop

- ▶ We'll proceed to **Session 3** next week.
- ▶ We'll examine two examples on RWaC in PSHE subjects.
- ▶ We'll also reflect on Sessions 1-3 and learn from each other!



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► Sources of texts

- Example 1 Text 1: “How does our body obtain energy”, *Longman Interactive Science* (2nd edition), 2A, pp. 26-33. Hong Kong: Longman.
- Example 1 Text 2: “Be a fit kid”, adopted from <http://kidshealth.org/en/kids/fit-kid.html?ref=search&WT.ac=msh-k-dtop-en-search-clk#>

retrieved on 25th January, 2018.

- Example 2 Text 1: “Effects of drugs, alcohol and solvents on our senses”, *Longman Interactive Science* (2nd edition), 2B, pp. 209-217. Hong Kong: Longman.
 - Example 2 Text 2: “What you need to know about drugs”, adopted from , <http://kidshealth.org/en/kids/know-drugs.html>
-
- retrieved on 25th January, 2018.



Professional Development Programme:
**Enriching and Extending Students'
Learning Experiences through Reading
and Writing across the Curriculum at the
Secondary Level**
Session 3

Dr Simon Chan

ssychan@hku.hk

Organised by the INSTEP, Faculty of Education, The University of Hong Kong and
commissioned by the Education Bureau, The Government of the HKSAR

PSHE is one of the 8 Key Learning Areas (KLAs) of the HK school curriculum

Learning to Learn 2+ — The Hong Kong School Curriculum

A broad and balanced curriculum with diversification and specialisations (choices) for academic, professional and vocational development according to students' needs

Nurturing
lifelong & self-directed
learning capabilities

Multiple pathways

Fostering
whole-person development

SEVEN LEARNING GOALS

FIVE ESSENTIAL LEARNING EXPERIENCES

Moral and Civic Education Intellectual Development Community Service Physical and Aesthetic Development Career-related Experiences

Secondary 4-6

SS

Secondary 1-3

JS

Primary 1-6

P

Kindergarten 1-3

KG

Core Subjects
Chinese Language
English Language
Mathematics
Liberal Studies

Electives
20 Elective Subjects
Applied Learning
Other Languages

Other Learning Experiences
Moral and Civic Education
Aesthetic Development
Physical Development
Community Service
Career-related Experiences

Four Key Tasks: Towards major renewed emphases (MRE) at the JS level and beyond
STEM education & ITE, Values education (incl. MCE & Basic Law education), Language across the Curriculum (incl. reading), etc.

Chinese
Language
Education
Key Learning
Area

English
Language
Education
Key Learning
Area

Mathematics
Education
Key Learning
Area

Science
Education
Key Learning
Area

Technology
Education
Key Learning
Area

Personal,
Social &
Humanities
Education
Key Learning
Area

Arts
Education
Key Learning
Area

Physical
Education
Key Learning
Area

General Studies

Values & Attitudes, Skills and Knowledge

Language

Early
Childhood
Mathematics

Nature &
Living

Self &
Society

Arts &
Creativity

Physical
Fitness &
Health

Values & attitudes
Seven priority values

- Perseverance
- Respect for Others
- Responsibility
- National Identity
- Commitment
- Integrity
- Care for Others

Generic skills

- Basic Skills**
- Communication Skills
 - Mathematical Skills
 - IT Skills

- Thinking Skills**
- Critical Thinking Skills
 - Creativity
 - Problem Solving Skills

- Personal & Social Skills**
- Self-management Skills
 - Self-learning Skills
 - Collaboration Skills



教育局
Education Bureau
2017


Note also the ‘foreign’ topics in recent years’ HKDSE English papers!

► Overarching aims

The PSHE KLA aims to enable students to:

- understand themselves, society and the world at large
- maintain a healthy personal development
- contribute to the well-being of the family, the local community, the nation and the world as confident, informed and responsible persons

(from: <http://www.edb.gov.hk/index.aspx?nodeID=2406&langno=1>)



c.f. One of the two overall aims of the English Language Education curriculum: *“to provide every student of English with further opportunities for extending their **knowledge and experience of the cultures of other people** as well **as opportunities for personal and intellectual development**, further studies, pleasure and work in the English medium”*

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf

Curriculum framework: key strands/ themes of PSHE

→ schools develop their own curriculum

Strands	Sub-strands	Perspective
1. Personal and Social Development	<ul style="list-style-type: none"> • Self esteem • Self management • Healthy lifestyles • Human relationships • Sexuality issues 	People as individuals and social beings (This strand integrates content and knowledge from Personal and Social Education, Health Education, Civic Education and Ethics and Religious Education)
2. Time, Continuity and Change	<ul style="list-style-type: none"> • Time and chronology • Understanding the past • Change and continuity • Historical interpretations 	People in relation to time (This strand integrates content and knowledge mainly from History Education, and also from Geography Education, Civic Education and Ethics and Religious Education)
3. Culture and Heritage	<ul style="list-style-type: none"> • Foundations of culture • Customs and traditions • Challenges and repercussions in the modern world • Cultural diversity and interaction 	People in the cultural world (This strand integrates content and knowledge from History Education, Geography Education, Ethics and Religious and Cultural Studies)

Strands	Sub-strands	Perspective
4. Place and Environment	<ul style="list-style-type: none"> • Natural and human features of a place • Spatial association and interaction • People-environment interrelationships • Conservation and sustainable development 	People in relation to space and the environment (This strand integrates content and knowledge from Geography Education, Environmental Education, Economics Education and also History Education)
5. Resources and Economic Activities	<ul style="list-style-type: none"> • Use of resources • Production and consumption • People and work • Exchange 	People in relation to the material world (This strand integrates content and knowledge from Economics Education, Geography Education and Careers Education)
6. Social Systems and Citizenship	<ul style="list-style-type: none"> • Rights, responsibilities and social virtues • Social norms, rules and law • Local, national and global identities • Social system, political system and interaction 	People as groups (This strand integrates content and knowledge from Civic Education, Political Education and Ethics and Religious Education)

How is PSHE realised in schools?

	Subjects offered
Primary education	<ul style="list-style-type: none">• General Studies
Junior secondary (S.1 - S.3)	<ul style="list-style-type: none">• Economic and Public Affairs• Religious Education• Geography• History• Integrated Humanities• Social Studies• Civic Education• Life and Society
Senior secondary (S.4 - S.6)	<ul style="list-style-type: none">• Liberal Studies (Core subject)• Economics• Geography• History• Tourism and Hospitality Studies• Ethics and Religious Studies• Chinese History

Let's
focus on
these

► More details & curriculum documents:

<http://www.edb.gov.hk/index.aspx?nodeID=2406&langno=1>

Language features of humanities texts (General)

► Technical terms/ subject specific terminology

e.g. League of Nations, ceasefire, trade liberalisation, equilibrium, mantle, asthenosphere; eco-tourism

► Complicated noun phrases

e.g. “**The reduction in production costs and the rise in productivity** help enterprises become more competitive and earn more profits.”

e.g. “**The development of medicine, natural sciences, space exploration, transport and communications** was rapid in the 20th century.”

► Modality

e.g. “Earthquake-proof buildings **should be** constructed in order to prevent collapse.”

e.g. “Without his military service, Italian unity **would not have been** achieved.”



- Sentence structures/ patterns

- Use of conditional sentences

e.g. “**If/ When** a market price is above the equilibrium price, quantity supplied **will be** greater than quantity demanded.”

- Use of the passive voice

e. g. “The independence of East Timor **was maintained** as a result.”

“Chemical industries and oil storage **should be located** far away from residential areas.”

e.g. “**It is suggested** that in the next decade, the number of tourists of the following age groups will ...”

- Use of relative clauses

e.g. “Enterprises outsource their production stages to countries and regions **that can** produce goods more efficiently or at a lower cost.”



► Text structures

- With some fixed structures/ frameworks of presenting ideas

e.g. Introduction → Illustration under different sub-headings (with paragraphs and topic sentences) → Conclusion

► Text Purposes

- To introduce/ define a term/ concept

e.g. to define market equilibrium & earthquakes

- To describe the processes or development of something

e.g. to describe the trends of tourism development

- To explain the causes of some phenomenon

e.g. to explain the causes of earthquakes

- To explain the effects of some phenomenon

e.g. to explain the effects of economic globalisation; to explain the effects of price floor/ price ceiling/ quota

- To express personal opinions on some issues

e.g. to evaluate the impact of globalisation; to evaluate the effectiveness of the UN

Difficulties our students face

1. Abstract & complicated concepts (content)
 2. Technical terms/ Vocabulary
 3. Complex sentence structures
 4. Different types of registers/ genres
- In both comprehension & production
- How can RWaC help alleviate these problems?



An integrating perspective of RWaC

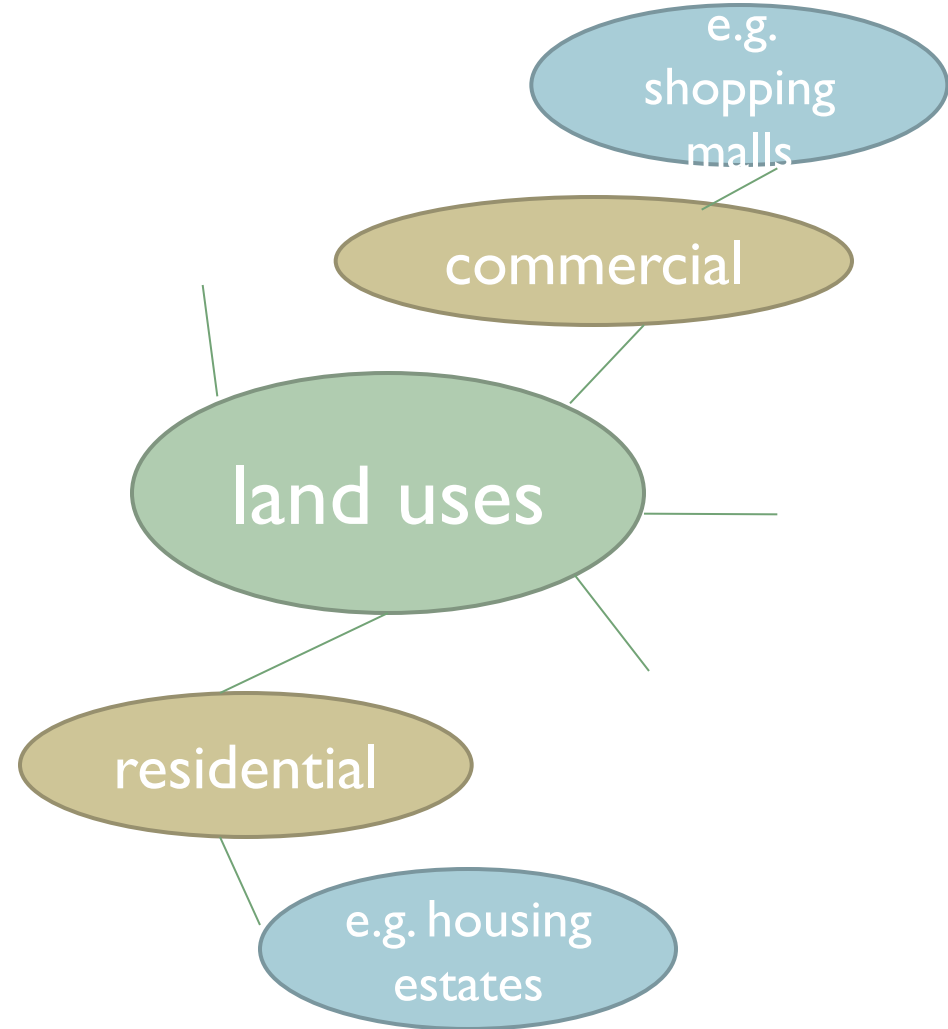
- ▶ Integrated use of graphic organisers to provide language support at word, phrase, sentence, paragraph and text levels:



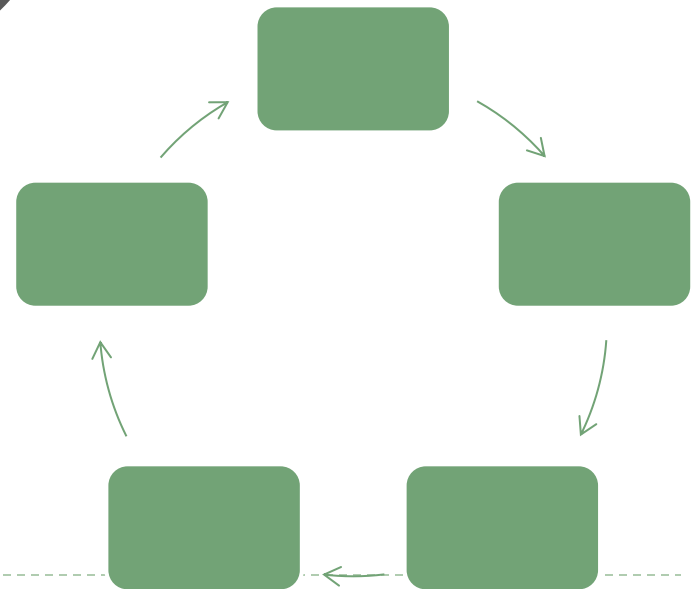
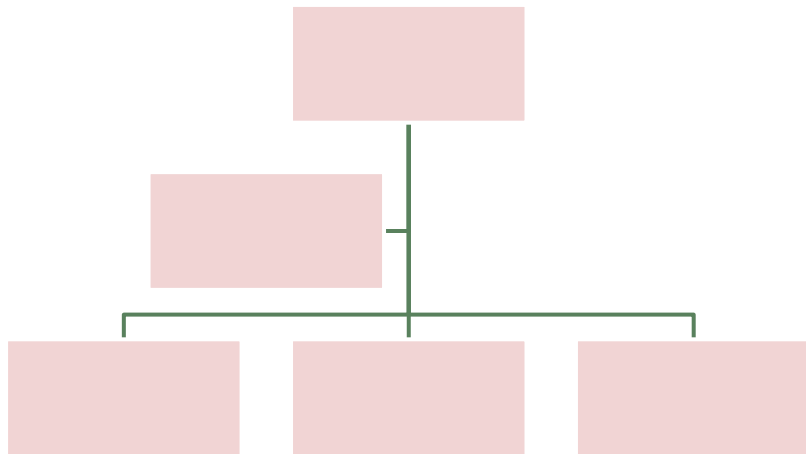
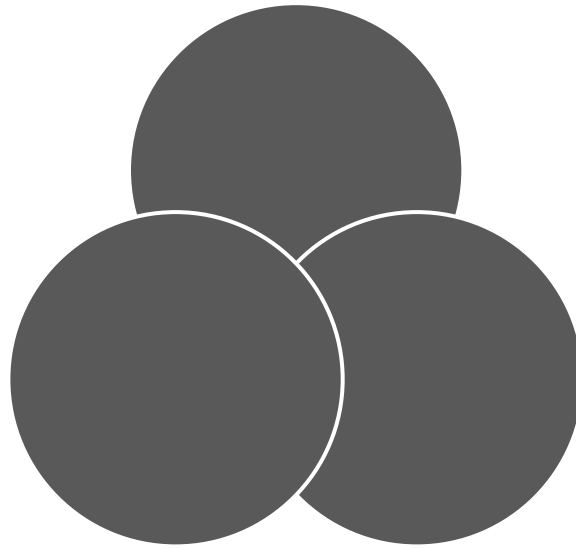
Vocabulary building

- Developing mind maps

- (1) Generating a list of vocabulary in the same lexical fields
- (2) Completing/redeveloping the mind map
- (3) How do we sharpen our students' skills in using mind-mapping or other graphic organisers?



Other examples of graphic organisers:



Sentence-patterns building

- Developing “sentence-making tables”

Helping students express their ideas with language support

→ progressing from word to sentence or even text level

Explaining

Main clause,	connectives	subordinate clause
The candle goes out	because	the oxygen in the gas jar is used up.

Conditional

(serving the function of explanation)

Conditional/ If clause, (indicating the cause/ condition)	Main clause (indicating the result/consequence)
If there is too much cholesterol in the blood,	it may deposit on the inner wall of the blood vessels.



Classifying

General noun (a class)	Verb phrase (adverbs)	Number	Nouns (referring to groups)
The food substances	are (normally) classified into	seven	types.

Exemplifying

Name of the example	Verb phrase (adverbs)	Noun	General noun (the group that it belongs)
Vinegar	is	an example	of food preservatives.



Sentence-making tables task: Can you suggest a sentence-making table for 'Defining'?

Defining

Specific term	is/ means/ refers to ...	General noun (a class)	Defining relative clause
Ingestion	is	the process	which takes food into the alimentary canal through our mouth.

Also A is B.

B is called A.

A refers to B.

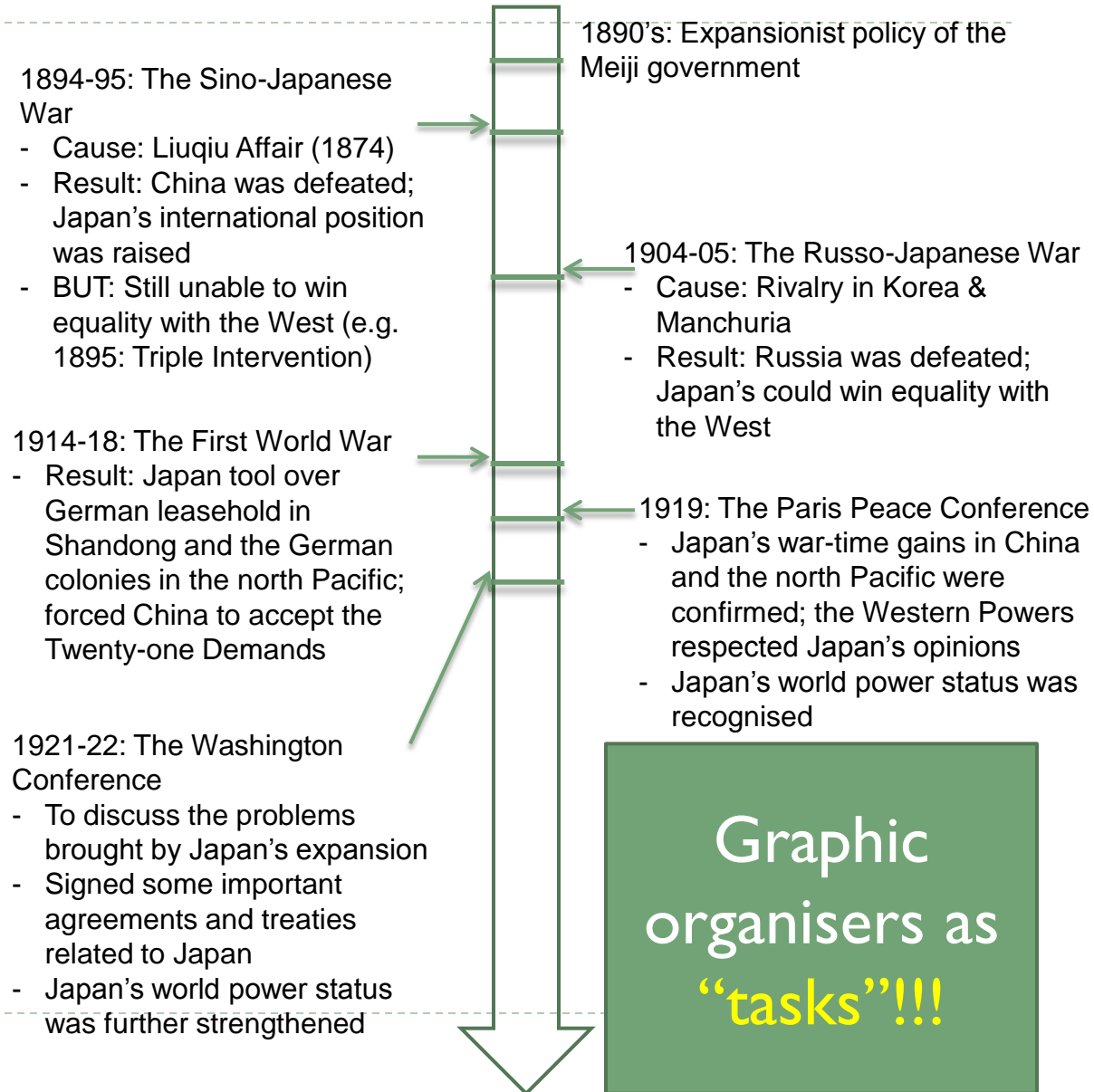
...



Text rhetorical structure building by means of different forms of summary graphic organisers

E.g. Timelines for recount texts: to show the **chronological order** of events & perhaps their **relationship**

- Can be of **different levels of “complexity”** for students with different ability levels
- e.g. only time + events; time + events + description
- e.g. fill in the blank activities; **students’ creating their own timeline**



From Reading to Writing

Example 1



Level: junior secondary

Theme / Topic: gambling (Liberal Studies) ↔ teen problems (English)

Genre: information report → letter to the editor



RWaC Extension Task: Comprehension and Analysis of Texts

- ▶ Genre: Letters to the editor
- ▶ Stage I: Reading comprehension task with items targeting specific reading strategies covered in EDB's ELE KLA CG and/or tested in HKDSE (esp those higher order ones)
- ▶ E.g. Read Extension Text 1. How has the Education Bureau's attitude towards home-schooling changed over the years? Give evidence from the text to prove it.
- ▶ E.g. Read Extension Text 2. Decide whether each of the following statement is True, False, or Not Given:
 - ▶ The writer thinks home-schooling should be banned completely.
 - ▶ The writer thinks schools are safer places than homes for children.
 - ▶ The writer thinks child abuse cases are common in Hong Kong.



RWaC Extension Task: Comprehension and Analysis of Texts

- ▶ Stage 2: Comparing and contrasting texts
- ▶ Read and compare Text 1 and Text 2. What do they share in common? What are the differences among them? List as many points in the table below as you can. You may find the following prompting questions useful:
- ▶ Do the two texts...
- ▶ focus on the same topic? target the same group of readers? adopt a subjective or objective tone? belong to the same text type?



Extension Text 1: <https://www.scmp.com/news/hong-kong/education/article/3006014/home-schooling-hong-kong-number-families-opting-out-system>

Extension Text 2: <https://www.scmp.com/print/comment/letters/article/3009055/why-monitoring-hong-kong-home-schoolers-should-be-priority>

Similarities among the three texts:		Differences among the three texts:	
Same topic	Same target readers	Text 1	Text 2
		Different genres	
		Different purposes of writing	
		Different language styles/formalities	
		What are the grammar patterns suggesting these?	

RWaC Extension Task: Comprehension and Analysis of Texts

- ▶ Stage 3: Writing a letter to the editor
- ▶ With reference to the rhetorical structure and language features of letters to the editor analysed, write a letter to the editor in response to either Extension Text 1 or Extension Text 2. Express and justify your view on home-schooling in Hong Kong.



Potential for developing positive values on the part of the students?



Again, when we go through these suggested activities

Activity Design
Purpose
Visible pedagogy
Connection

Think from the teachers' perspective:

- What is the activity design?
- What is the purpose of the activity?
- Is there any visible pedagogy to be used with this activity? What do I have to be explicit?
- How to connect or apply this activity in my daily teaching?

Think from your students' perspective:

- What do my students have to do?
- Is this activity at the right level for my students?
- How will my students respond to this activity?



Applying the Reading to Writing Approach to an **alternative module**

For gifted students / senior form students

Outline of the alternative module:

- ▶ **Reading**
 - ▶ Reading an information report
- ▶ **Writing**
 - ▶ Writing “personal opinions” in a letter to the editor
- ▶ **Speaking and listening**
 - ▶ “Drama-in-education”



From Reading to Writing

Example 2



Level: junior secondary

Theme / Topic: natural hazards (Geography) \leftrightarrow natural hazards (English)

Genre: information report \rightarrow recount

Discussion and reflection

- ▶ What do you think of the suggested activities?
- ▶ Have you identified any strategies / skills used?
- ▶ Do you think you can apply some of these strategies / skills? Why or why not?

Think from the teachers' perspective:

- What is the activity design?
- What is the purpose of the activity?
- Is there any visible pedagogy to be used with this activity? What do I have to be explicit?
- How to connect or apply this activity in my daily teaching?

Think from your students' perspective:

- What do my students have to do?
 - Is this activity at the right level for my students?
 - How will my students respond to this activity?
-

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Professional Development Programme:
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Session 4

Dr Simon Chan

ssychan@hku.hk

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commissioned by the Education Bureau, The Government of the HKSAR

Mini practice
(group discussion & presentation)

Facilitating professional dialogues and reflection in the programme



Examples and demonstrations

Discussions and reflections

Action plans

Sharing and mini-presentations

Mini group presentation (Part A)

- First, form groups of 4-5.
- Next, work with your group mates and design either a lesson plan or a longer term action plan for implementing RWaC.
 - ▶ You have approximately **15 minutes to design** your plan.
 - ▶ You can use any passages in the **examples** on our handouts. Your own ideas are also more than welcome.
 - ▶ You have to plan what to teach and how to teach it.
- Then, each group will have **5 minutes to present** your lesson outline to other groups. Other participants please give constructive feedback.

Session 4

Suggested Lesson Planning Template

Aims:	To enable students to achieve the following learning outcomes: a. Content / Knowledge b. Language & Skills
Materials, aids, visuals & resources:	
Connection:	Prior Knowledge / Building Background / Prior Learning Connection to KS3 / other KLAs
Genre / Text-type	
Key Vocabulary:	Subject-specific vocabulary General academic vocabulary Signalling words
Integration with school-based curriculum	Possible time to integrate No. of lessons allocated
Lesson Stages and	Teaching / Learning activities & their purposes

Sequence	READING
	WRITING

a suggested planning template to help you brainstorm ideas

Session 4

Suggested Action Plan Template

Part 1: School-based SWOT Analysis

STRENGTHS		WEAKNESSES
Me (individual teacher)	Me (individual teacher)	
Form	Form	
Key Stage(s)	Key Stage(s)	
Department	Department	
OPPORTUNITIES		THREATS
Me (individual teacher)	Me (individual teacher)	
Form		
Key Stage(s)		
Department		

Part 2: The next stage...

	In the coming semester	In the coming academic year	In the coming 3 years (Key Stage 3 or 4)	In the coming 6 years (HKDSE cycle)
Goal:				
Desired outcomes:				
Activities / Tasks				
Persons responsible				
Resources required				
Evaluation of Success				

a suggested action plan template to help you brainstorm ideas

Other reference materials

- ▶ Reading skills and strategies in the English Language curriculum in Hong Kong
- ▶ Writing skills and strategies in the English Language curriculum in Hong Kong
- ▶ Text types covered in the English Language curriculum in Hong Kong
- ▶ Some textbook text examples to choose from
- ▶ Some recommendations for useful references on RWaC

Summary of the Programme

What we have discussed in the workshop

- ▶ Session 1 to 3 focus on the following issues:
 - ▶ An overview of students' development of reading and writing skills
 - ▶ The role of reading and writing across the curriculum with reference to the school-based MOI plans in secondary schools
 - ▶ How to motivate students to engage in sustained reading and writing activities
 - ▶ How to promote development of positive values and higher order thinking skills through RWaC
 - ▶ Introduction to genres and fiction and non-fiction text types
 - ▶ Understanding the rhetorical structure of different text types
 - ▶ Selecting texts and genres for reading and writing the curriculum
 - ▶ Considerations when designing reading and writing tasks for RaC and WaC
 - ▶ Introducing the Reading-to-Write Cycle: how to connect reading to writing in the curriculum
 - ▶ Demonstrating the process of how to organize and compose texts of different structures using selected information or data
 - ▶ Modelling teacher talk in Reading-to-Write lessons – mentoring strategies to unpack and re-pack difficult texts
 - ▶ Exploring ways to provide quality feedback to help students improve their written work and design follow-up activities to address the problems identified
- ▶ Session 4 focus on the following issue(s):
 - ▶ Providing participants with opportunities to design appropriate tasks and activities to help students develop their skills in selecting, extracting, summarising and interpreting relevant information, ideas and views from multiple texts of different types, as well as a possible action plan for them to try out ideas they learnt in the workshop

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Source of texts

- ▶ Text(s) for the Session 4
- ▶ Example 1: Longman Elect JS3A Plus: A coursebook companion, Unit 2, pp. 10-13, 16-17
- ▶ Example 2: Oxford English 2A, Unit 3 Clean Up, pp. 47-51 & 63
- ▶ Example 3: Progress Now 2, Unit 6 reality TV, pp. 34-39 & 56-57
- ▶ Example 4: Star Summit 5A, pp. 12-16 & 30-34
- ▶ Example 5: Upstream, Intermediate, pp. 20-21 & 32-33