

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

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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

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

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

Secondary 1-3

JS

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.

Primary 1-6

P

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

Kindergarten 1-3

KG

Language

Early Childhood Mathematics

Nature & Living

Self & Society

Arts & Creativity

Physical Fitness & Health

Values & attitudes, Skills and Knowledge

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


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”*

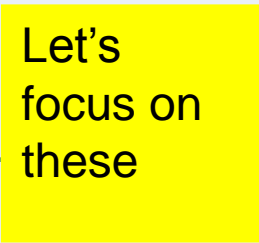
Curriculum framework: key strands/ themes of PSHE

→ 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 	<p>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)</p>
2. Time, Continuity and Change	<ul style="list-style-type: none"> • Time and chronology • Understanding the past • Change and continuity • Historical interpretations 	<p>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)</p>
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 	<p>People in the cultural world (This strand integrates content and knowledge from History Education, Geography Education, Ethics and Religious and Cultural Studies)</p>

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 	<p>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)</p>
5. Resources and Economic Activities	<ul style="list-style-type: none"> • Use of resources • Production and consumption • People and work • Exchange 	<p>People in relation to the material world (This strand integrates content and knowledge from Economics Education, Geography Education and Careers Education)</p>
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 	<p>People as groups (This strand integrates content and knowledge from Civic Education, Political Education and Ethics and Religious Education)</p>

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

More details & curriculum documents:

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

Language features of humanities texts (as found in textbooks of subjects like Geography, IH, L&S, LS etc.)

▶ 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?



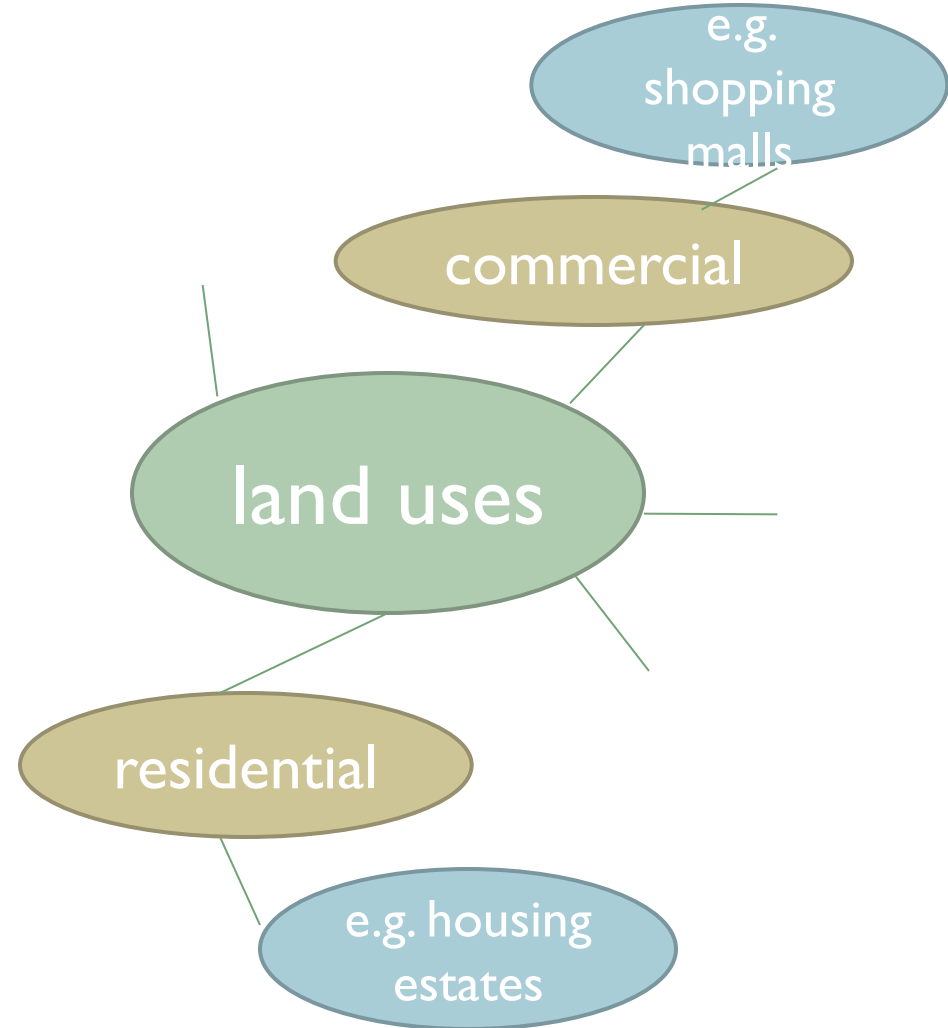
An integrating perspective of RWaC

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

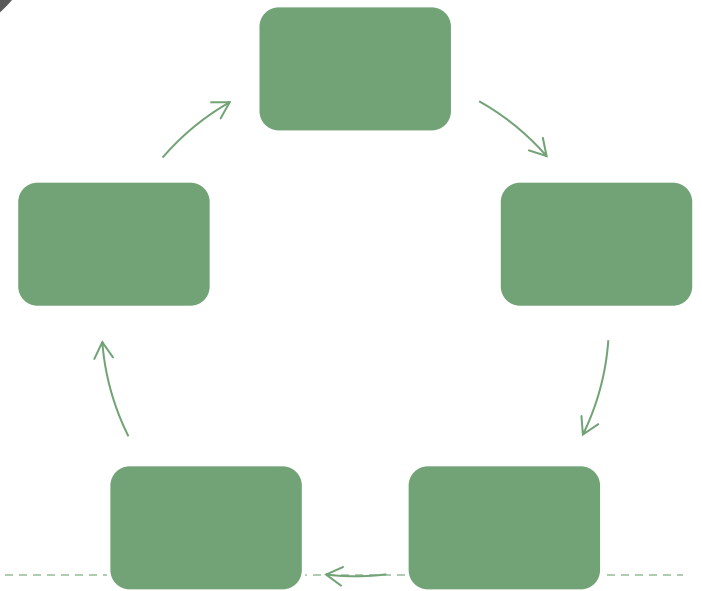
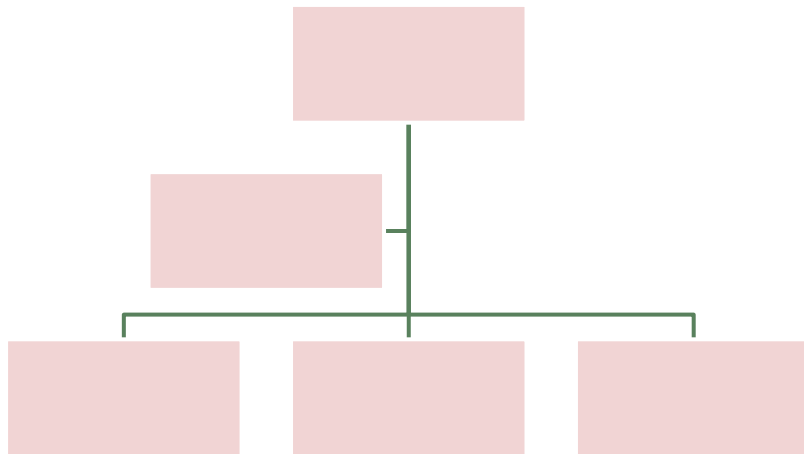
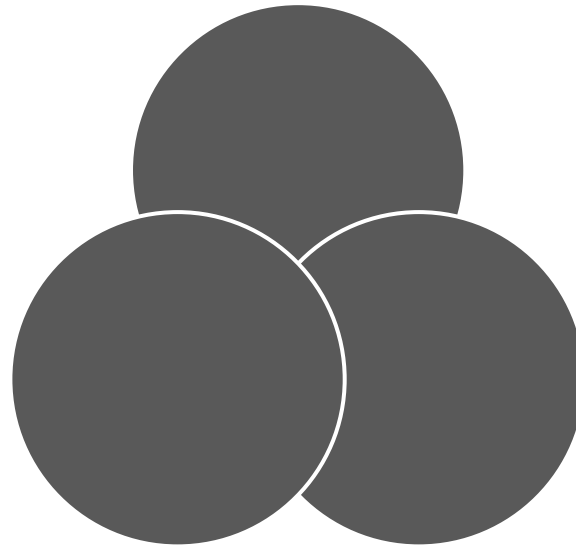
Vocabulary building

- 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:

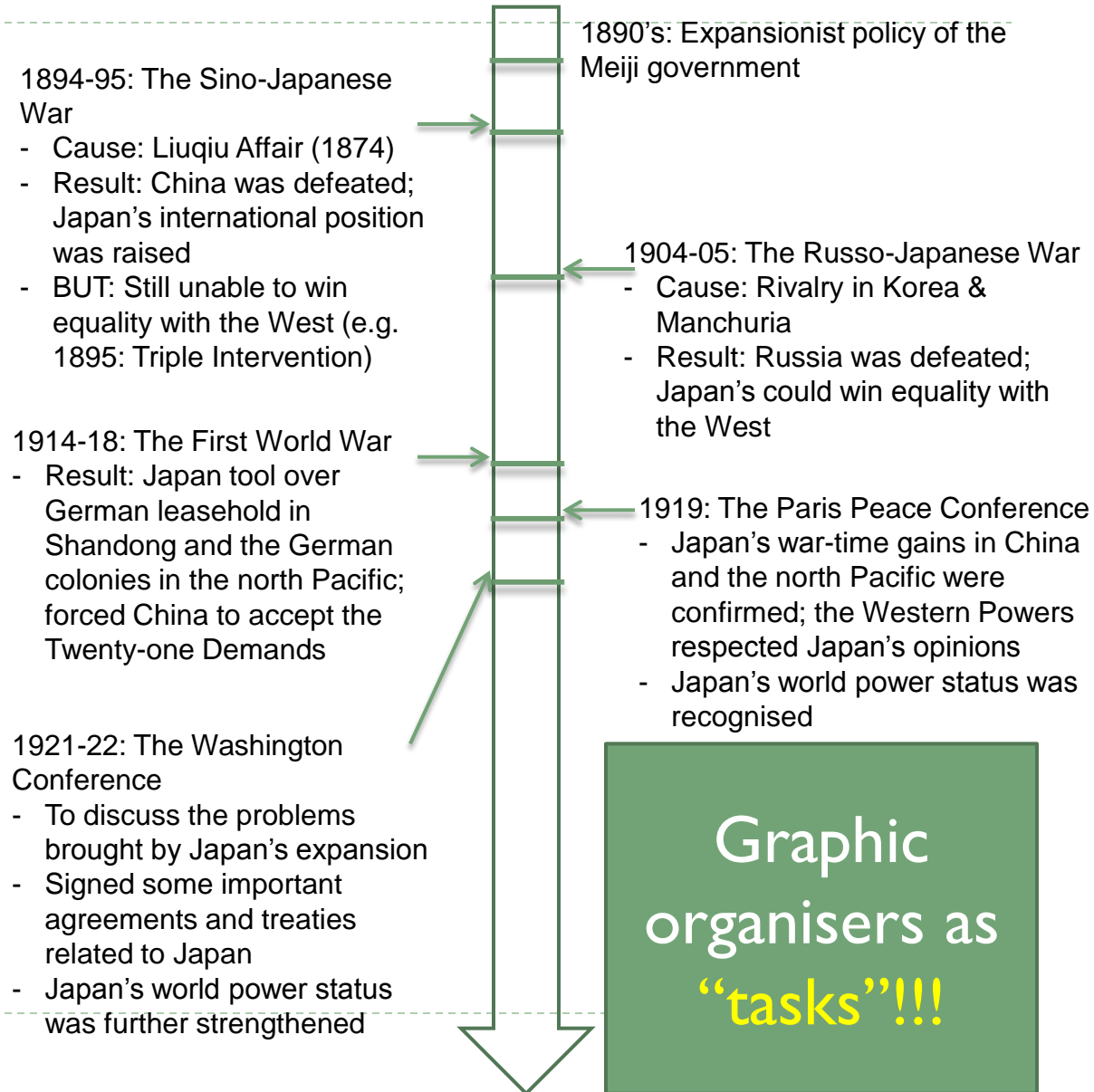
What do you think about a History teacher's study notes below?



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:	
<p data-bbox="96 411 587 522">Same topic</p> <p data-bbox="96 554 935 665">Same target readers</p> <p data-bbox="96 725 981 922">Arguments supported by evidence</p> <p data-bbox="96 1096 1051 1293">What are the grammar patterns suggesting these?</p>	Text 1	Text 2
	Different genres	
	Different purposes of writing	
	Different language styles/formalities	



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) ↔ natural hazards (English)

Genre: information report → 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?

Let's take a break!

- ▶ We'll move on to Session 4 when you return.

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