

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

Session 1

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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

Warm-up self-reflection: What challenges are your students facing?

| Reading challenges | Writing challenges |
|--|--|
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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

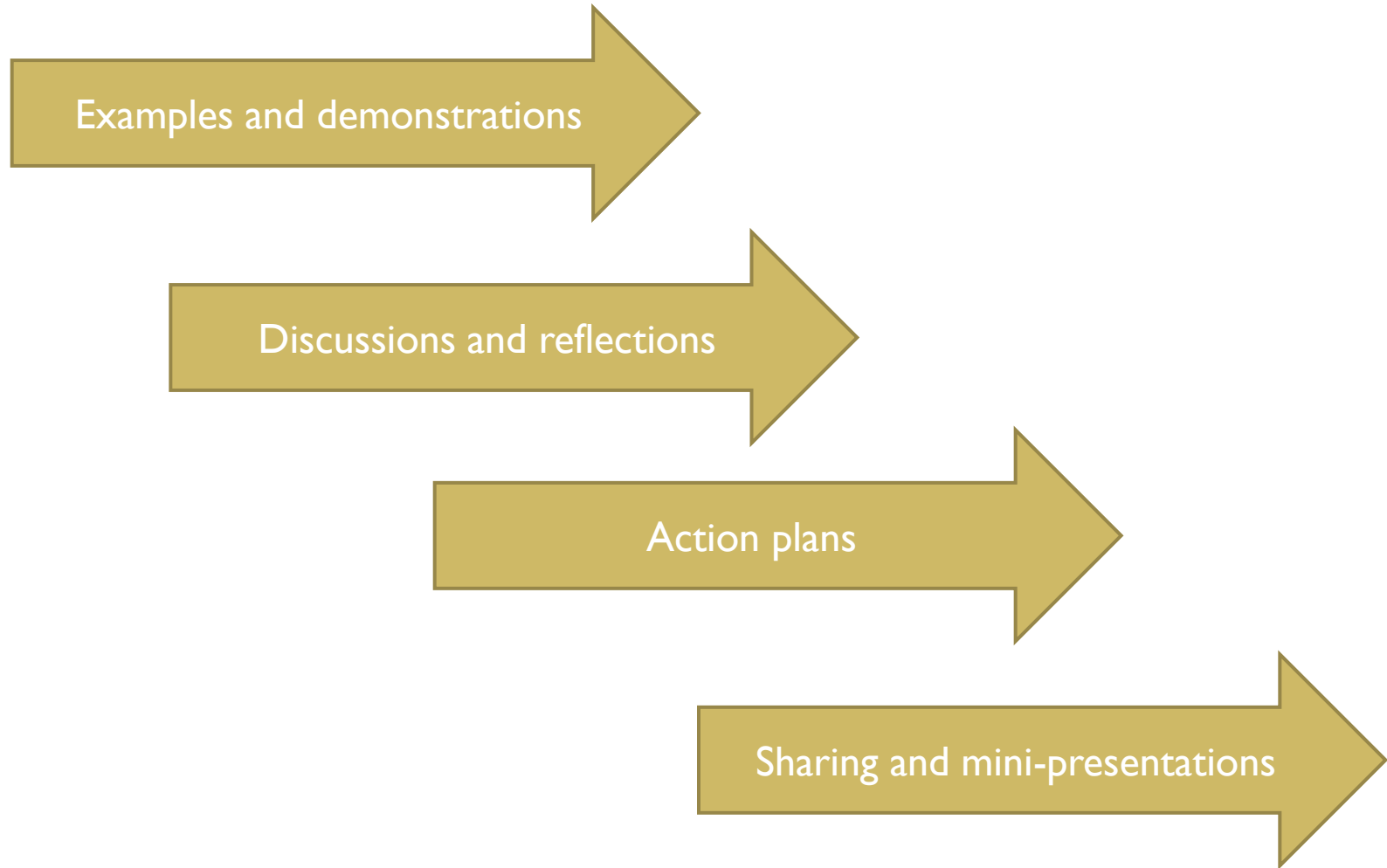
► Session 4 will focus on the following issue(s):

- 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





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 nonsense
poem
Jabberwock in
Alice in the
Wonderland 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 we 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

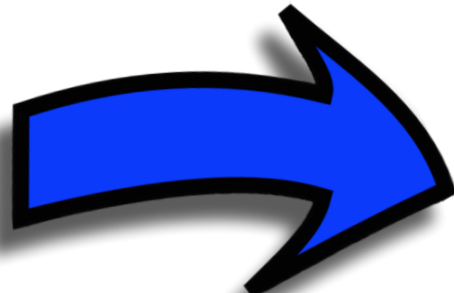
-input
- receptive skills
**-comprehension of
language**

Writing

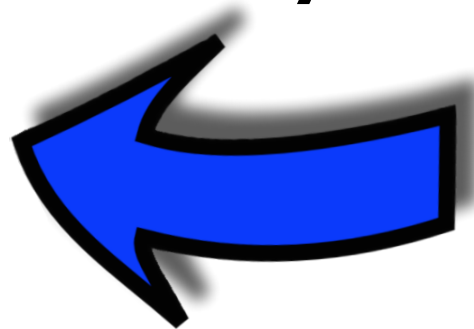
- output
- productive skills
**-production of
language**

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

What do we read?

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

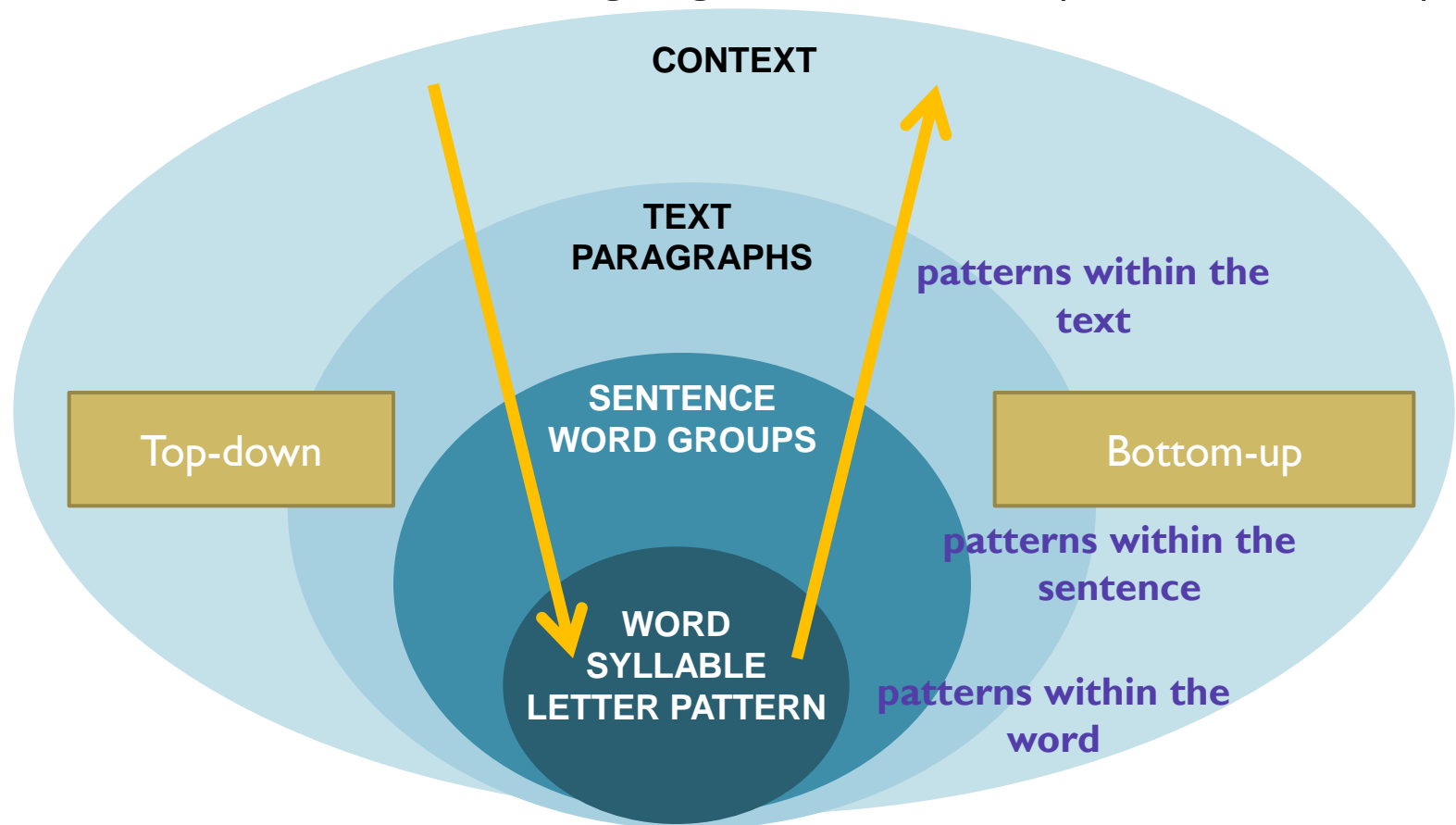
- Checking comprehension
- Conducting picture walk
- Creating concept maps
- Drawing a conclusion
- Evaluating different points of view
- Highlighting the rhetorical organisation of the text
- Inferring the author's point of view
- Paraphrasing a key point
- Reciprocal questioning
- Rereading, Summarising,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

Post-reading

What do we write?

Possible design principle of RWaC programmes: Genre-based pedagogy

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

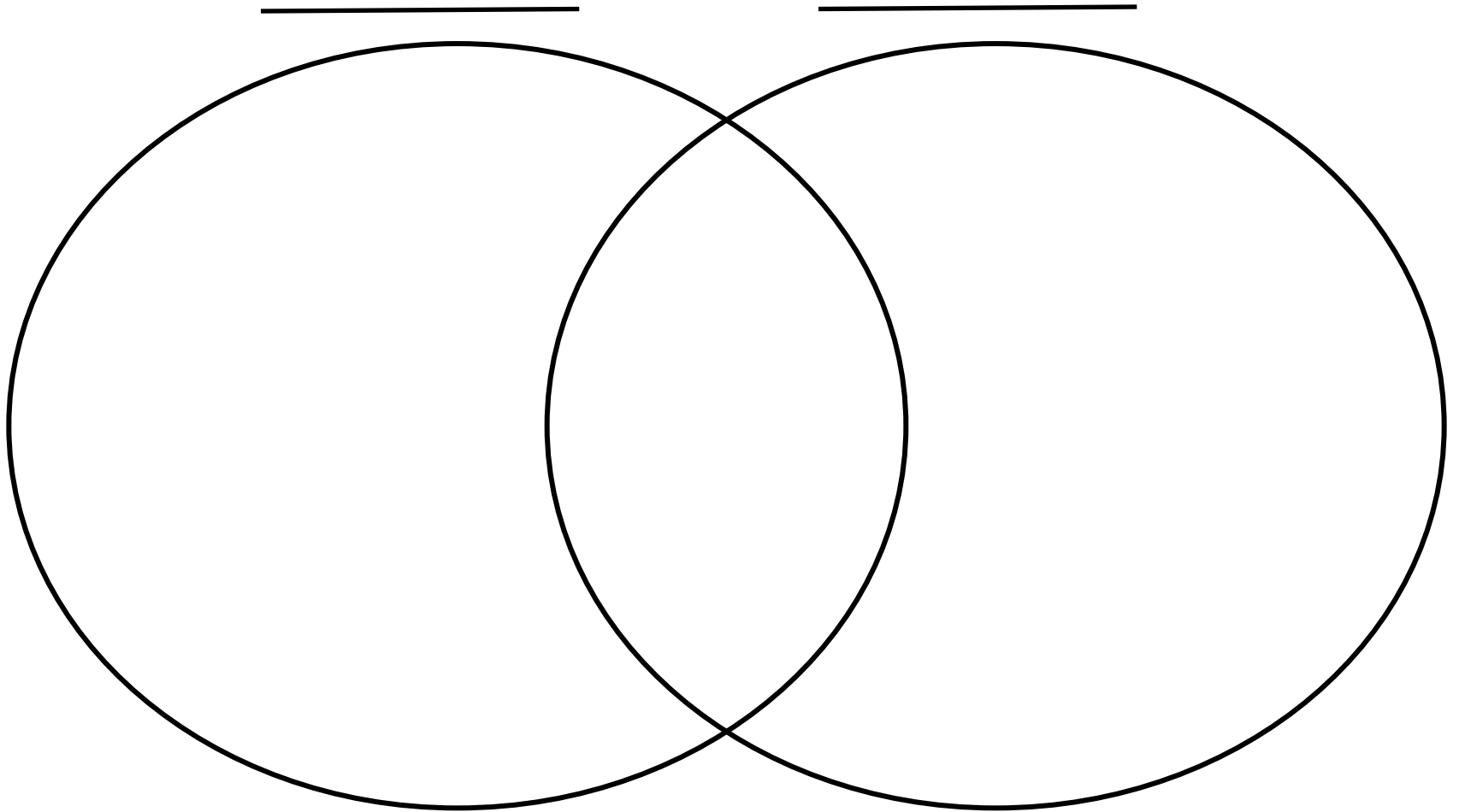


Understanding the context, curriculum and reading / writing skills

Task 2

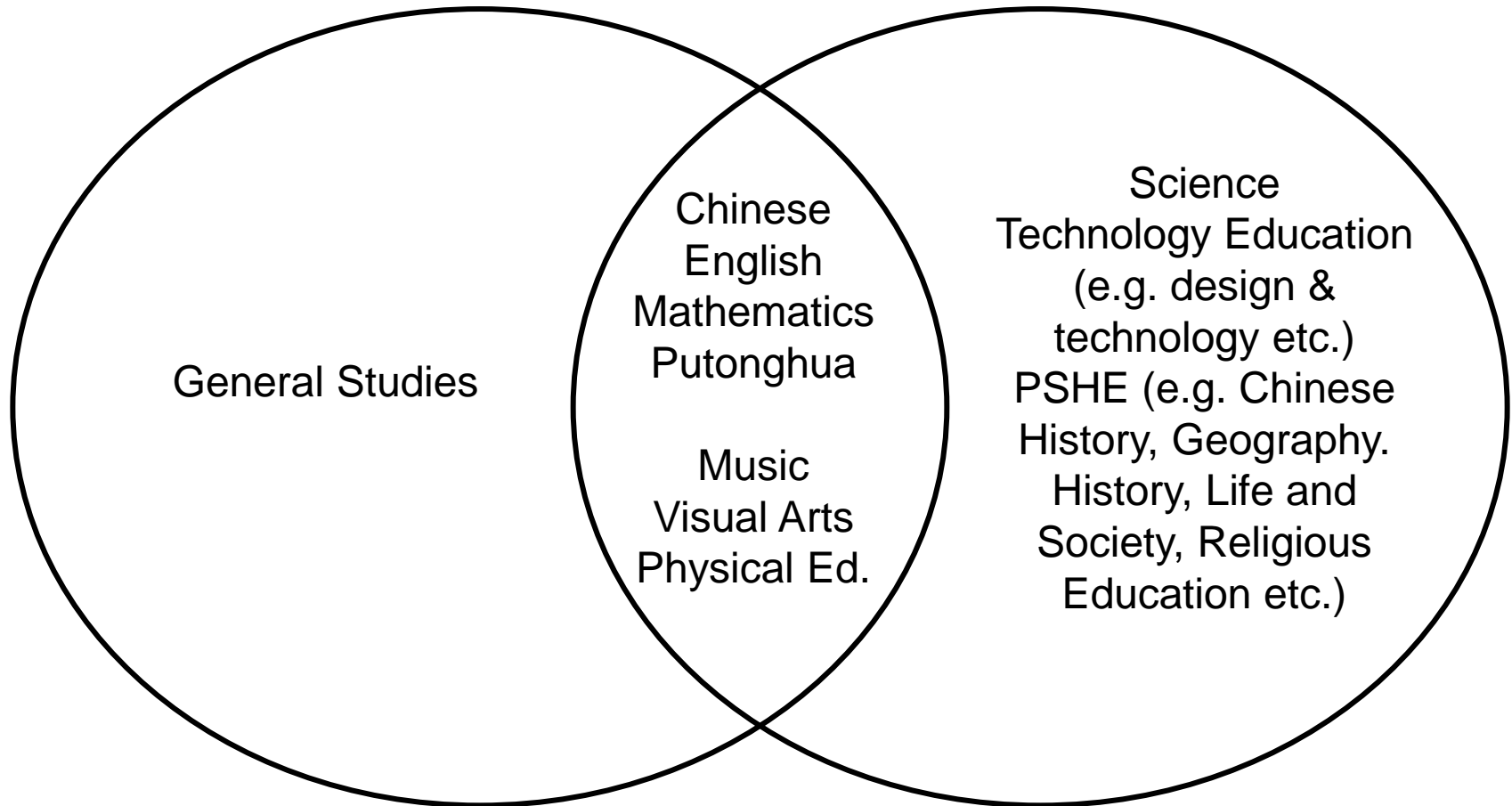
What are students learning (e.g. reading and writing) in KS2 and KS3?

- ▶ 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 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |

| 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 pictorial cues to predict text content
- identifying text type structure

Discussion

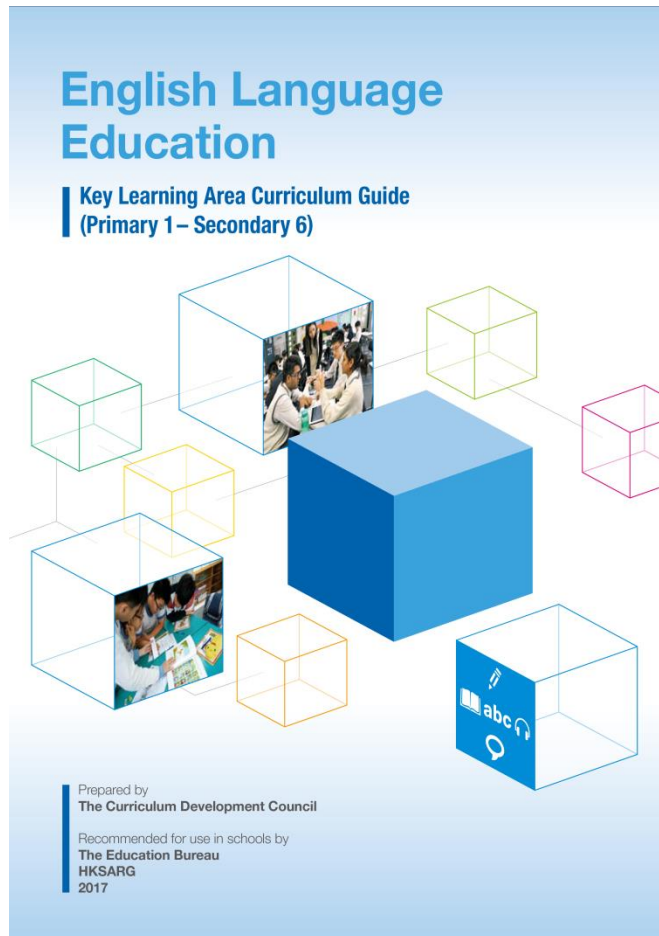
- Are there any missing links between primary and junior secondary years?

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....

- ▶ (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?

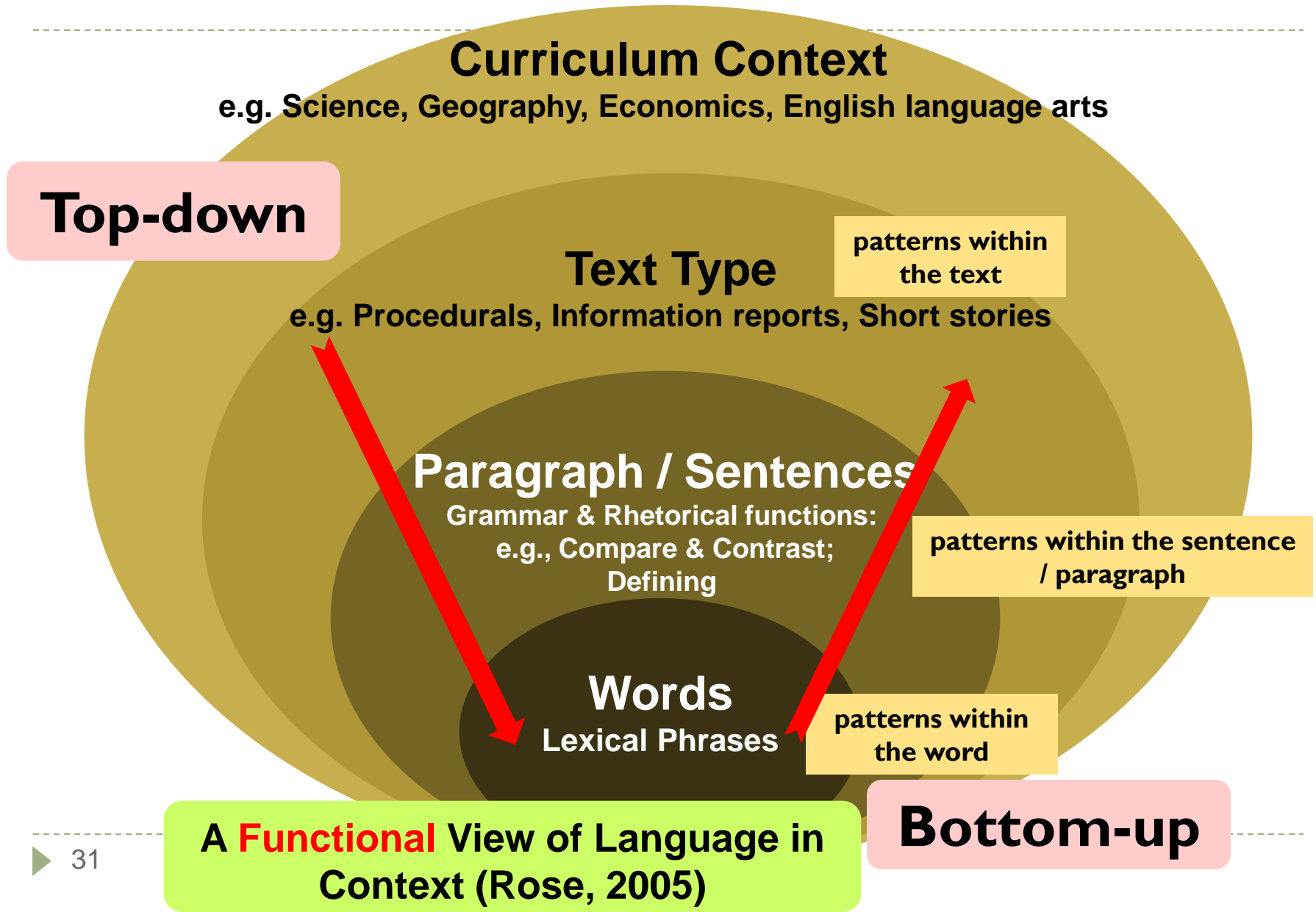
“All the language events , both spoken and written, that we participate in as members of our particular society and culture” (Gibbons, 2009, p. 108).

- 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?



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

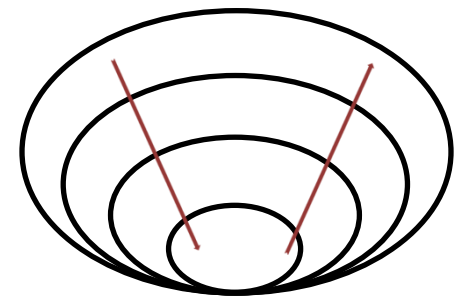
General → Specific (“energy” → “energy crisis”)

► 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 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

RWaC Example 1: Look at the two pages. Identify the text types, the topics, the structures and language features.

Story (narrative)

**3 little pigs and
the big bad wolf**

Description texts (info report)

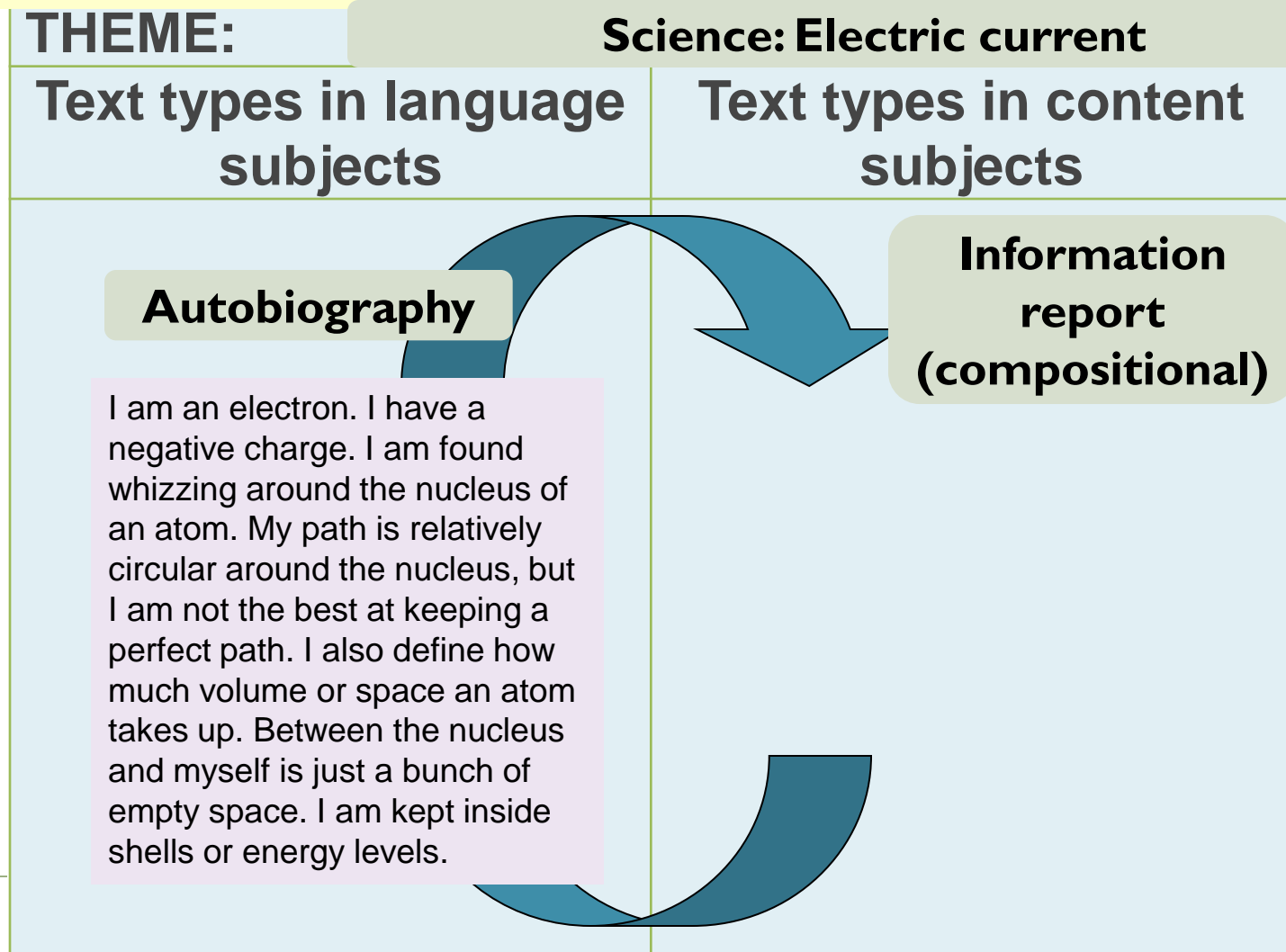
Animal homes



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

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

Let's have a break!

- ▶ We'll move on to Session 2 when you return.

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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)