

Nurturing Secondary Students into Competent Lifelong Readers

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Objective

This 3-hour in-service teacher development programme aims to enhance teachers' capacity for promoting reading, including Reading across the Curriculum (RaC), and developing students' reading skills in secondary schools.

Rundown

2:00-2:10pm	Introduction
2:10-3:20pm	Speaker: Dr Rona LI, Faculty of Education, HKU <ol style="list-style-type: none">1. Motivating learners to read2. The changing context3. Enhancement of reading skills4. Sourcing of a diversified range of quality English reading materials
3:20-3:35pm	Break
3:35-4:35pm	Speakers: A sharing session by teachers from Good Hope School on effective curriculum and pedagogical practices to promote reading
4:35-5:00pm	Discussion/ Q&A

Introduction

Nurturing Secondary Students into Competent Lifelong Readers

Puzzles...

- 1. Why aren't my students interested in reading?**
- 2. Why can't my students see the benefits of reading?**
- 3. My school has tried to do a lot to motivate students to read. Why aren't these approaches working?**
- 4. Why aren't my students showing any improvement in reading assessments?**
- 5. Why???**

What are secondary schools doing now to promote reading?

DEAR

Drop Everything And Read

- ✓ Morning reading sessions
- ✓ Library lessons
- ✓ Promote independent reading
- ✓ Class teachers to monitor the reading sessions

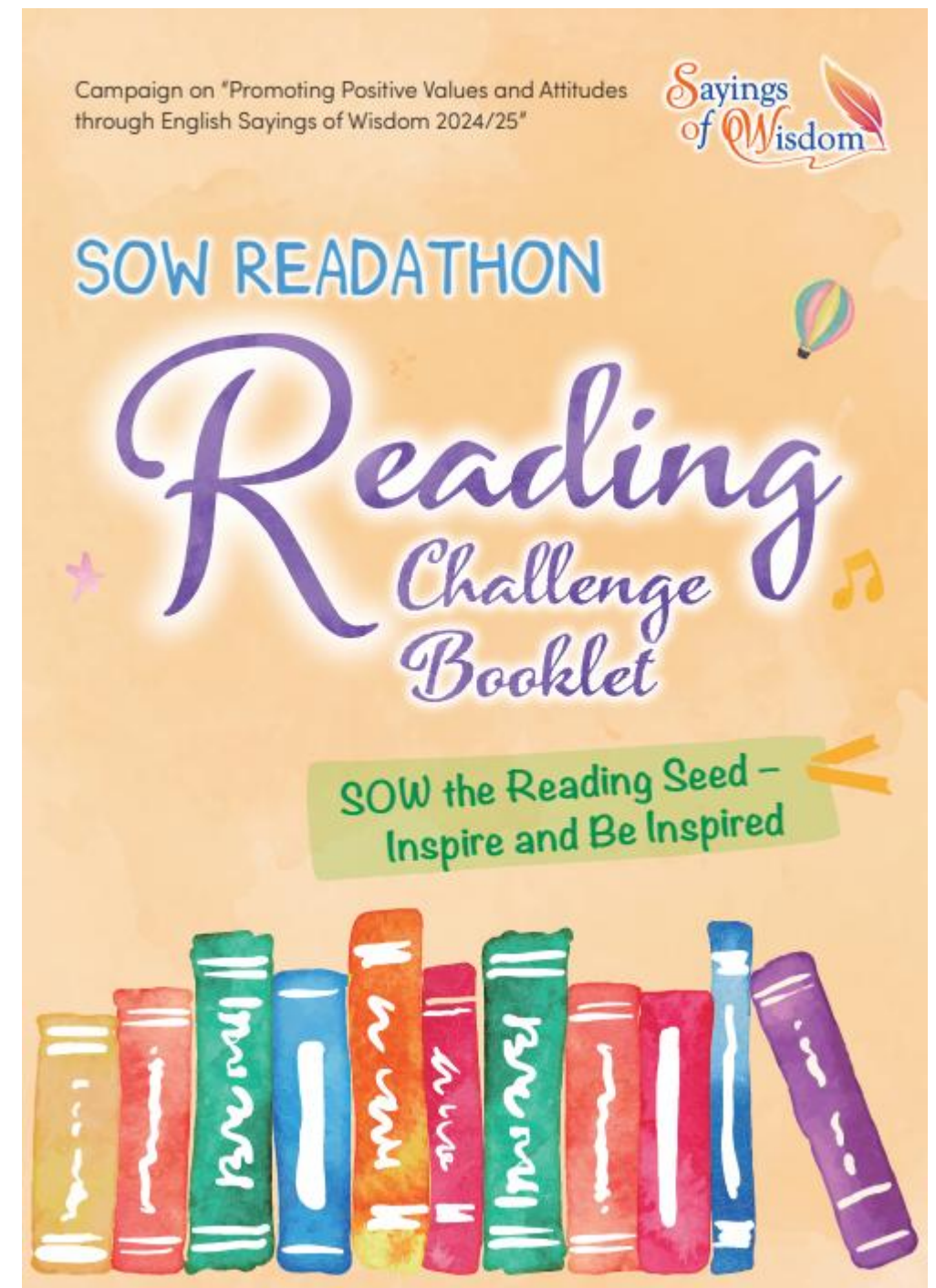
What are secondary schools doing now to promote reading?

Readathon

- ✓ Students collect stamps from the librarian
- ✓ Students complete some short book reports
- ✓ Students submit a reading portfolio

Awards – Certificates/ Canteen coupons/
Small gifts (e.g. stationery)

- A readathon is an event where participants dedicate a specific period of time to reading books.
- It can be organized for various purposes, such as promoting literacy, raising funds for a cause, or simply encouraging people to read more.
- Participants often set reading goals, share their progress, and discuss the books they are reading.

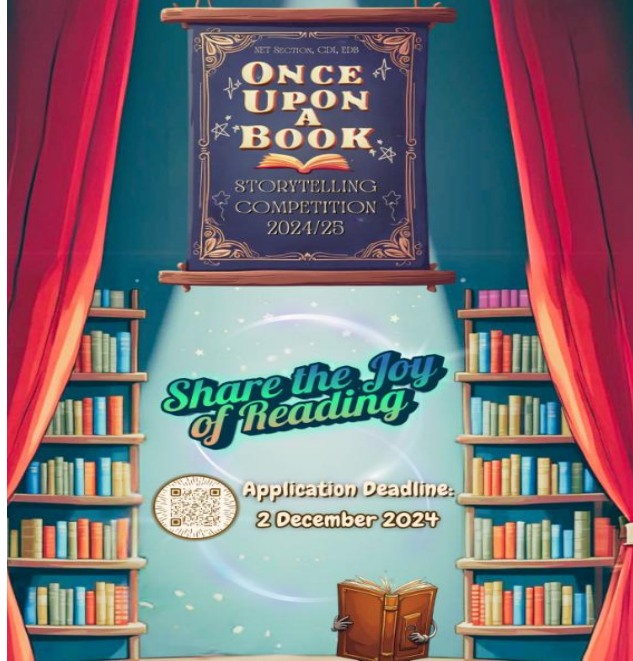


What are secondary schools doing now to promote reading?

Subscription to online reading platforms

- PTA or the school pays a regular monthly/ yearly fee
- Each student is given an account to gain access to a range of digital content
- Accounts are personalized - teachers can keep track of students' reading progress
- Teachers can assign students tailored-tasks (e.g. holiday reading assignment)

What are secondary schools doing now to promote reading?



The Once Upon A Book Storytelling Competition 2024/25 is organised by the Native-speaking English Teacher (NET) Section, Curriculum Development Institute (CDI), Education Bureau and supported by the Hong Kong Public Libraries (HKPL) of the Leisure and Cultural Services Department (LCSD).

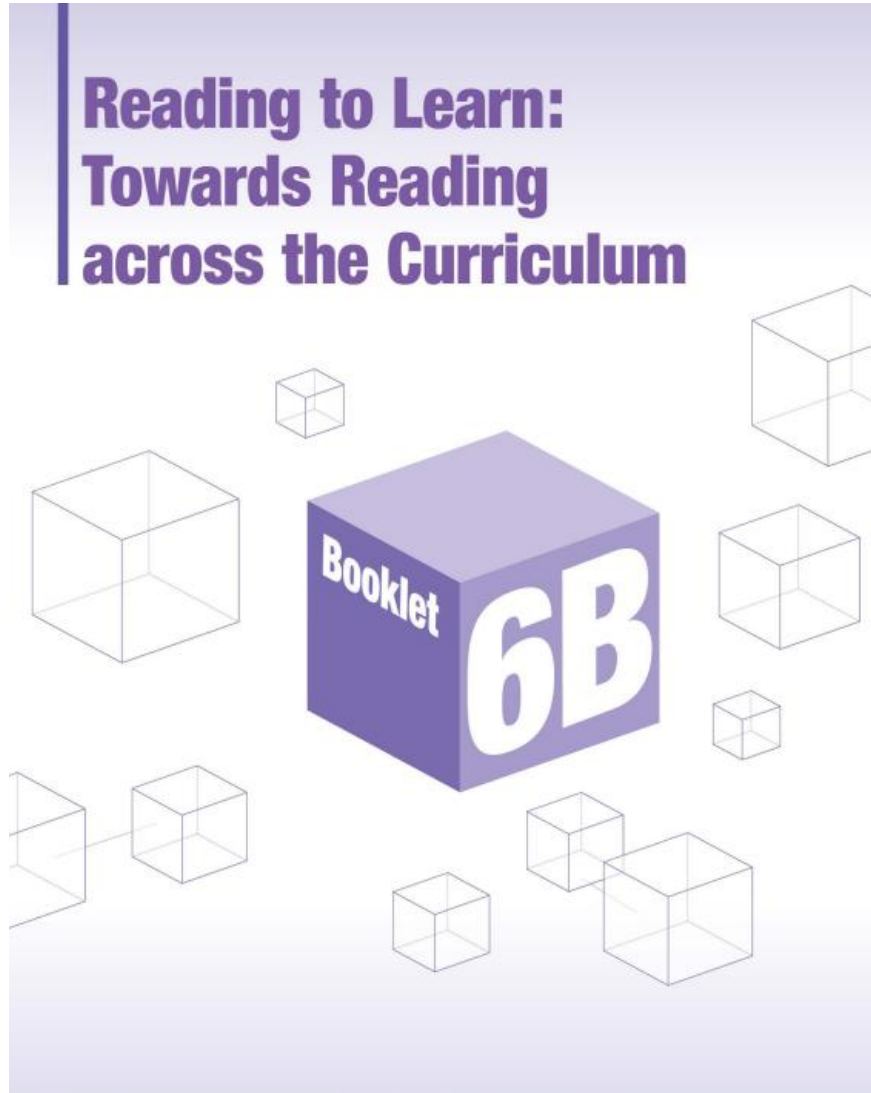
Encourage students to join Reading and Writing Competition



The “SOW Inspiring” Book Gifting Competition aims to develop a zeal for reading among students, enhance their language skills, unleash their creativity and foster their development of proper values and attitudes. Students are invited to present a book of their choice as a gift to someone dear to them by writing a message with a saying of wisdom (SOW) taken from the book and creating a piece of two-dimensional (2D) artwork to enhance conveyance of meaning and visual representation of the message.

Motivating learners to read

Importance of nurturing students to read



Through extensive reading, students can connect their experiences and knowledge and achieve the following:

- Acquiring, constructing and applying flexibly the knowledge in different areas;
- Enhancing the language abilities essential for communication, academic studies and intellectual development;
- Developing metacognitive abilities to regulate the reading and learning process;
- Unlocking potential and developing thinking and generic skills;
- Cultivating a broad spectrum of interests and enhancing their taste and quality of life;
- Cultivating their moral and affective qualities to strengthen their sense of responsibility towards self, family, society, the Motherland and the world;
- Fostering open-mindedness to accommodate different opinions, views, values and cultures; and
- Extending their understanding of life and rising to the challenges in life.

Reading to Learn: Towards Reading across the Curriculum

6B.4.1 Learning to Read and Reading to Learn

- Reading to Learn builds on Learning to Read and the latter is generally regarded as a means of achieving the former. Yet, the progress from Learning to Read to Reading to Learn is cumulative, rather than linear. There is considerable overlap between Learning to Read and Reading to Learn, which can be developed in a parallel fashion even at the primary level. When students progress to secondary schools, their reading interests, needs and abilities may vary widely because of their different learning experiences and medium of instruction in schools. Schools can review and adjust the strategies for promoting reading based on students' needs and previous reading experiences.

Importance of nurturing students to read

Reading and Listening are key receptive skills

- **Reading is a continuous process**
- **Reading is an integral part of all content area instruction**
- **Students need to see that reading is an enjoyable pursuit**

Donoghue (2008)

LEARNING TO READ

READING TO LEARN

Learning to Read & Reading to Learn

Learning to Read

The ability to read is acknowledged as the most stable and durable of the second-language modalities (Bernhardt 1991), which means that reading plays a vital role in acquiring a second language (cited in Scott & Saaiman, 2016).

Reading to Learn

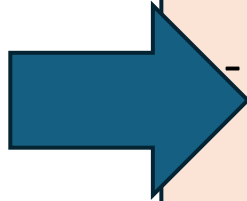
- Reading to learn is a life-long learning skill.
- A student who is a good reader will perform better academically than his/her peers. According to Pretorius (2000:46), the improvement of reading skills in students will lead to an improvement in the reading levels of the students, leading to better comprehension, understanding and academic achievement (cited in Scott & Saaiman, 2016).

Theoretical underpinnings- Boosting motivation to read

Self-efficacy Theory (Seifert, 2004)

Expectation of eventual success would affect the persistence of coping efforts once an activity is initiated.

When faced with challenging reading tasks, students who are not efficacious would tend to avoid the (reading) assignment.



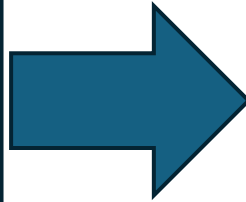
Prepare texts for students with different levels of reading competence

- Invite students to read texts that they can manage
- Short texts may not necessarily be easier; long texts may not necessarily be more challenging
- Consider cognitive demand of reading texts to cater to different learning needs

Theoretical underpinnings- Boosting motivation to read

Self-worth Theory (Covington, 1984)

Students' behaviours can be explained and understood with respect to how students protect their self-worth. A learner who has a sense of self-worth is aware that he/she is respected and valued by others.



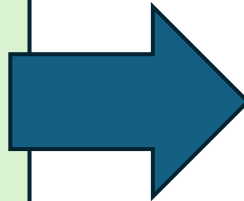
Establish a platform for students to share and voice their views

- Design open-ended post-reading tasks
- Avoid post-reading tasks that require 'model' answers when promoting leisure reading
- Establish platforms for students to voice their views and be heard/ read

Theoretical underpinnings- Boosting motivation to read

Cognitive Evaluation Theory (Deci & Ryan, 1985)

The Cognitive Evaluation Theory is a sub-theory of the Self-determination Theory, which entails how learners are motivated when given autonomy to make decisions for themselves. Learning activities that enhance perceived locus of control tend to boost motivation.



Let students choose what to read/ what to do after reading

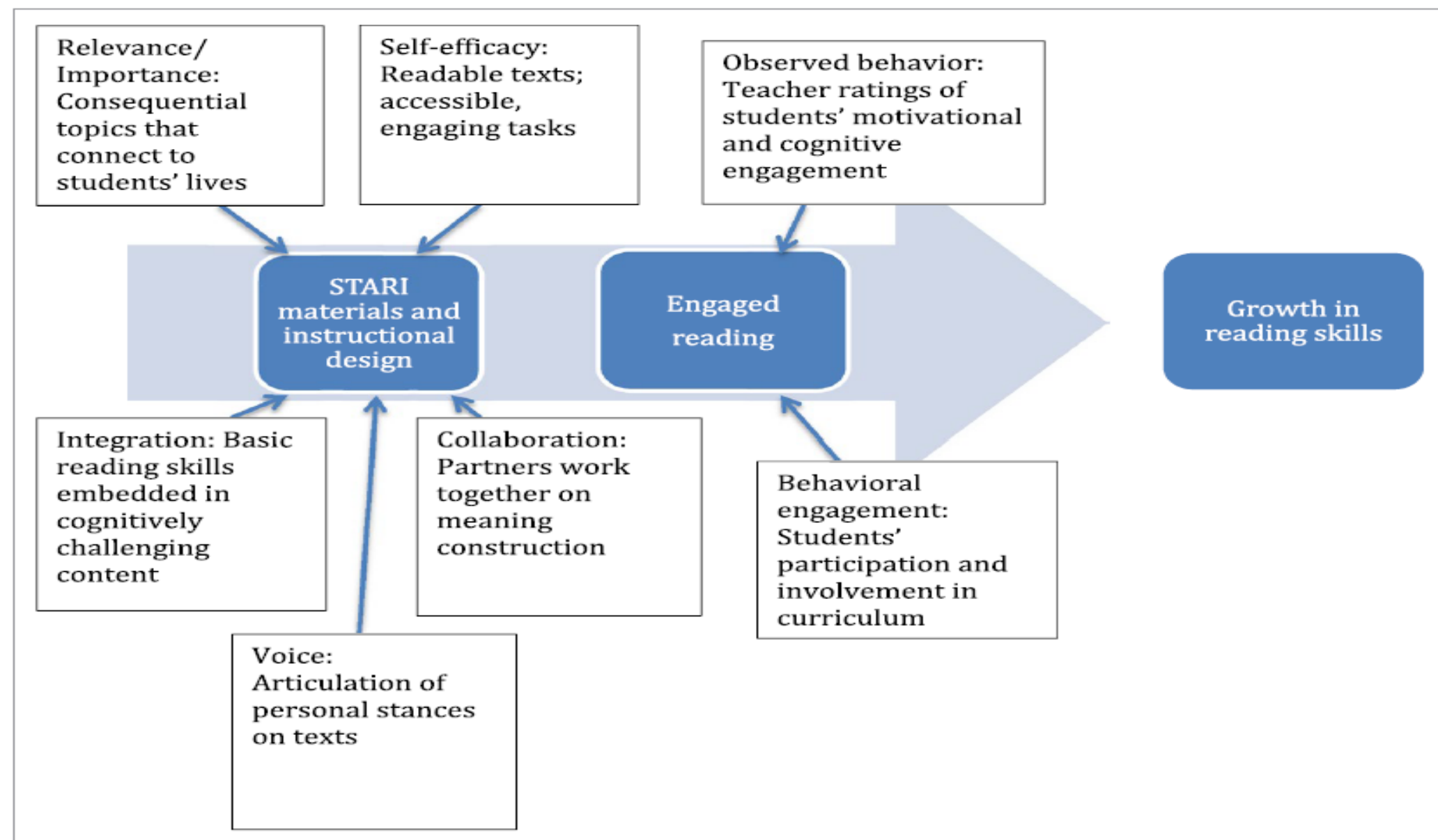
- Choice of texts - Provide a long(er) list of recommended reading texts
- Choice of tasks - Allow a wider range of options of tasks to be accomplished by students

Motivating adolescent to read – STARI

- STARI - The Strategic Adolescent Reading Intervention

Source: Kim, J. S., Hemphill, L., Troyer, M., Thomson, J. M., Jones, S. M., LaRusso, M. D., & Donovan, S. (2017). Engaging Struggling Adolescent Readers to Improve Reading Skills. *Reading Research Quarterly*, 52(3), 357–382. <https://doi.org/10.1002/rrq.171>

Model Describing How the Strategic Adolescent Reading Intervention (STARI) Promotes Reading Engagement and Skill




Note. Adapted from "Instructional Contexts for Engagement and Achievement in Reading" (p. 604), by J.T. Guthrie, A. Wigfield, and W. You, in S.L. Christenson, A.L. Reschly, and C. Wylie (Eds.), *Handbook of Research on Student Engagement*, 2012, New York, NY: Springer. Copyright 2012 by Springer Science+Business Media. Adapted with permission. The color figure can be viewed in the online version of this article at wileyonlinelibrary.com.

The changing context

New modes of reading

NEW MODES OF READING



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graph LR; A[NEW MODES OF READING] --- B[Linearity]; A --- C[Reading on screen]; A --- D[New text types]; A --- E[Multimodality];
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Linearity - non-linear reading involves browsing, skimming, or jumping between different sections of text to find specific information quickly. This can be seen in activities like reading web pages, using search functions, or interacting with digital content that allows for more dynamic navigation (Durant, 2017).

Reading on screen - reading on screen refers to the act of consuming texts through digital devices like computers, tablets, and smartphones (Baron, 2017).

New text types – e.g. social media stories, infographics, microblogs

Multimodality – multimodality becomes particularly relevant as it encompasses various forms of media and sensory experiences beyond traditional texts (i.e. audio/ visual/ spatial/ gestural/ linguistic)

New mode of reading - AI-oriented learning

- Enhancing students' reading experience using AI
 1. AI-powered reading assistant to convert texts to audiobooks
 2. Personalized reading platforms to provide individualized support such as setting reading goals and identifying needs to improve specific reading skills
 3. Customized book recommendation
 4. Real-time assessment as AI automates grading and provides feedback upon completion of assigned reading tasks
 5. Translate reading materials to (and from) English
 6. AI-powered research assistant to help readers find and analyze reading materials

New literacy skills

Develop visual literacy – Visual literacy skills are the ability to interpret (read) visuals, to create (write) visuals, and to think visually. They are qualified as learnable, teachable, and improvable (Avgerinou & Pettersson, 2011).

Develop media literacy – Teachers may encourage students to compare different points of view, evaluate information, media content and information sources/providers, and recognise the roles and functions of information providers in society.

Develop information literacy – It is important for learners to recognise the ethical issues arising from the application of emerging and advanced information technologies.

Equipping readers with new literacy skills

- ✓ Use examples from various sources such as infographics and advertisements to show how visuals communicate ideas (e.g. color, contrast, and perspective), and encourage students to analyze their tone and credibility (e.g. news reports vs. opinion pieces)
- ✓ Let students design their own infographics, posters, or digital stories to present ideas in a multi-modal manner
- ✓ Enhance fact-check skills (e.g. checking multiple sources before trusting a claim)
- ✓ Guide students to find reliable sources (e.g. differentiating primary from secondary sources)
- ✓ Introduce the CAP test to students (C-Currency of source; A-Author of the source; P-Purpose of text)

Enhancement of reading skills

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)



Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017

Pointers from the Curriculum Guide

Reading skills that are suggested to be infused in the English Language curriculum

Language development strategies that are suggested to be infused in the English Language curriculum

Reading

Understand, Interpret and Analyse a Variety of Written and Multimodal Texts

- use linguistic and contextual clues, knowledge of features of different text types and knowledge of the world to determine the meaning of the text
- identify main and supporting ideas
- relate cause to effect
- relate evidence to conclusions
- recognise the rhetorical functions performed by sentences in the development of a text
- follow and evaluate the development of a point of view or argument
- distinguish different points of view and arguments
- discriminate between different degrees of formality
- appreciate the stylistic variations between text types
- interpret how linguistic and structural devices as well as visual elements achieve certain effects
- understand and appreciate the tone, mood and intention of the writer and his/her attitude to the theme or topic*
- understand the different types of meaning of words, and the semantic associations that exist among words*

Language development strategies (1)

- *Develop thinking skills*
 - use reasoning skills (e.g. analysing for a particular purpose, making inferences, using induction and deduction, drawing conclusions)
 - explore and speculate about possibilities
 - analyse data and situations systematically for better understanding or to solve problems
 - generate criteria and principles for action and judicial thinking
- *Develop reference skills*
 - use the library and the Internet regularly to collect information and develop research skills
 - identify relationships (e.g. grouping/differentiating, cause/effect, priority/sequence/order, similarities/differences) between the ideas expressed within texts
- *Develop information skills*
 - collect, evaluate and store information systematically
 - identify biased and stereotypic information
 - make appropriate and ethical use of information from different sources for specific purposes
 - adapt materials, text types and systems for supporting and illustrating various topics
 - employ graphic forms (e.g. pie charts, animations, maps) to organise information and aid the presentation of ideas
 - make notes from spoken and written sources using abbreviations as far as possible (e.g. i.e., &)
 - take down main points and important supporting details
 - make precise and concise notes

Language development strategies (2)

Develop enquiry skills

- ask for advice and suggestions on how to complete an assignment, and take note of such advice and suggestions
- use appropriate tones and approaches when asking for information and explanation
- repeat questions and seek clarification politely and pleasantly
- use appropriate opening remarks and formulaic expressions
- request explanation when there is misunderstanding, or pose questions in a polite and pleasant way
- understand the use of different tones and degrees of formality
- ask follow-up questions appropriate to the occasion
- ask for information or material, both formally and informally, by writing simple notes or letters

Work with others

- communicate to the point (e.g. explaining precisely and clearly, giving clear and precise descriptions, justifications or illustrations)
- ask others for help and offer help to others
- employ negotiation skills to solicit support, bargain, reach consensus, compromise or solve problems
- listen to different opinions and respond appropriately
- express views and suggestions, draw conclusions and make decisions

Language development strategies (3)

Plan, manage and evaluate one's own learning

- set meaningful and realistic goals, and determine what resources are available for improving one's language proficiency
- seek or create opportunities to learn and use English in natural, realistic settings such as making use of community resources and support
- make arrangements for broadening and deepening one's learning (e.g. researching job prospects, finding out about opportunities for further education locally and overseas)
- evaluate one's own progress and note one's strengths and weaknesses
- make use of appropriate learning strategies to achieve learning goals
- identify ideas and data that support opposite views, weighing pros and cons, advantages and disadvantages
- look for ideas and information by using printed texts, online bibliographic databases, the Internet and the media

Develop self-motivation

- identify tangible goals for self-development
- take every opportunity to practise as much as possible, and try to look out for or create these opportunities
- develop endurance, tolerance and resilience in the face of hardships
- overcome shyness and inertia by deliberately urging oneself to face challenges

The Learning Progression Framework (LPF) – English Language (Reading Skills)

- The Learning Progression Framework (LPF) provides a common scale and language for teachers to describe students' performance and progress in English Language learning.
- Schools are encouraged to make reference to the LPF when they plan and review the school English Language curriculum and assessment.

Source: <https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/LPF/website/lpf/index.html>

The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)

Reading - ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate
Underlying Principles							
<ol style="list-style-type: none"> Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle. Learners are exposed to a variety of text types and reading purposes (e.g. reading for academic development, reading for pleasure) in preparation for real life applications. Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts, is crucial to the development of reading skills and strategies (e.g. scanning for specific information, skimming for gist, using contextual clues) as well as learners' awareness of different cultures. The interplay between tasks and texts is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding of the texts. In principle, task demand increases with text complexity as learners progress in the development of reading skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners' confidence, and difficult tasks for simple texts to stretch their abilities. Teacher support is essential to helping learners understand the text and demonstrate their understanding during the learning and teaching process. Teachers are also expected to help learners activate their prior knowledge and experiences in the process of interacting with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence. 							

ATM = Attainment Milestone

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Reading - ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate
Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>
<ul style="list-style-type: none"> • recognise some high frequency words (e.g. the, you) • decode words by using knowledge of letter-sound relationships • process simple sentences by using knowledge of basic conventions of written English (e.g. basic punctuation) • follow predictable texts by recognising the repeated use of sentence patterns • follow instructions and signs by recognising key words with visual support • master basic book concepts (e.g. titles and names of authors) • locate specific information by recognising simple formats (e.g. birthday or invitation cards) 	<ul style="list-style-type: none"> • work out the meaning of words by using knowledge of letter-sound relationships • recognise common contracted forms by connecting them to their full forms • process simple sentences by identifying meaningful chunks • locate specific information by identifying key words • follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns) • identify characters, setting and sequence of events in stories • make predictions about the content from the titles, illustrations or contents page 	<ul style="list-style-type: none"> • work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) • process some compound and complex sentences • locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes) • identify main ideas and some supporting details explicitly stated in the text • make predictions about the likely development of the text by identifying key words • infer information, ideas and feelings by using clues in close proximity • identify simple stylistic features (e.g. personification) 	<ul style="list-style-type: none"> • work out the meaning of words and phrases by using semantic and syntactic clues • locate details which support the main ideas from different parts of a text • follow ideas by recognising simple text structures and understanding the use of cohesive devices • infer feelings of characters from pieces of information in narrative texts • deduce information and ideas by using semantic and syntactic clues 	<ul style="list-style-type: none"> • work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues • follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues • organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs) • distinguish facts from opinions by using semantic and syntactic clues • identify the stylistic features in texts (e.g. flashback in narrative texts) 	<ul style="list-style-type: none"> • work out the literal and implied meaning of words and expressions by using semantic and syntactic clues • gather, distil and summarise more extensive information and ideas from texts • compare alternative views and arguments in texts by using graphic forms and making notes (e.g. drawing tables with appropriate headings, using point form, and own shorthand and symbols) • deduce themes based on information and ideas from texts • identify writers' attitudes clearly signalled in texts 	<ul style="list-style-type: none"> • work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues • analyse the development of ideas, views or arguments in texts • interpret ideas and opinions presented in different texts and draw conclusions • analyse texts for themes, intended audience and writers' attitudes by reviewing • understand the use of stylistic features in texts (e.g. the use of rhetorical questions and hyperboles in speeches for emphatic purposes) 	<ul style="list-style-type: none"> • justify interpretations of writers' intention by using well-chosen evidence from texts • synthesise ideas and opinions presented in different texts and draw conclusions • analyse texts for themes, intended audience and writers' attitudes by understanding their social and cultural implications • analyse the use of different text types in presenting a message • appreciate the rhetoric of texts by understanding the use of stylistic features in texts and the effects achieved

NB

The reading strategies included in some of the pointers provide examples on how these strategies can help learners construct meaning and interpret texts. They are by no means exhaustive or prescriptive. They serve as reference for teachers in planning and developing tasks for the learning-teaching-assessment cycle.

Examples of reading skills that struggling readers find challenging

- *HKEAA Briefing session for the 2022 HKDSE English Language (Reading Paper)* - Items require **inferencing** and **sentence completion questions*** pose challenges to candidates
- *HKEAA Briefing session for the 2023 HKDSE English Language (Reading Paper)* – Candidates struggled when attempting items which tests understanding of **discourse markers, metaphors and irony**.
- *HKEAA Briefing session for the 2024 HKDSE English Language (Reading Paper)* - Candidates struggled when attempting items which tested understanding of **figurative language and metaphors**; items which required **inferencing** and **sentence completion**

* Sentence completion questions are challenging as students may also need other skills (e.g. paraphrasing)

Classroom-level strategies

- (1) Design 'good' reading comprehension questions
- (2) Choose interesting and authentic reading texts
- (3) Promote 'teaching reading' (not only 'testing reading')
- (4) Enhance metacognitive awareness among readers

(1) Design 'good' reading comprehension questions

An example of a text – A Blind Boy

Possible reading comprehension questions to set

What is the moral behind this story?

Understand and appreciate the tone, mood and intention of the writer and his/ her attitude to the theme or topic.

Why did the boy not get many coins?

Relate cause to effect

The man changed the sign to “Today is a beautiful day but I can’t see it.” How was this different from “Please help me! I’m a blind, poor boy.”?

Recognise the rhetorical functions performed by sentences in the development of a text

Source of video

<https://www.facebook.com/inspireuplift/videos/420991958812472/?vh=e&sfns=mo>

Design 'good' reading comprehension questions – Q&A

Q: Which reading strategies to infuse in the task design?

A: Make informed decisions by referring to students' previous performance – use reading assessment data.

Q: Besides past papers, where can appropriate texts be found?

A: Use authentic texts which students can easily relate to. They can be short/long, formal/informal, multimodal.

Q: How do we find time to design these reading comprehension tasks?

A: Use AI-powered tools to help. Feed the text to the AI tool then instruct it by giving very specific prompts; establish your own prompt library.

(2) Choose interesting and authentic reading texts

If trying to use a warmer to settle a young S1 class...

Fun Facts

Did you know that the strawberry is the only fruit that has its seeds on the outside? Unlike most fruits, which have seeds hidden inside, strawberries proudly display their seeds on their skin. Each strawberry has about 200 tiny seeds embedded in its surface. This unique feature not only makes strawberries visually distinctive but also adds a delightful texture to every bite. Next time you enjoy a strawberry, take a closer look at those tiny seeds and appreciate this fascinating botanical quirk!

If trying to settle and engage students after a PE double lesson

Jokes

1. What do you call a bee that can't make up its mind?
A maybe!

2. Why was the spider on the computer?
To check his web-site!

3. Why do mosquitoes hate sports?
Because they are always getting swatted!

If about to farewell an S6 class...

A teacher's own anecdote

Dear 6A,

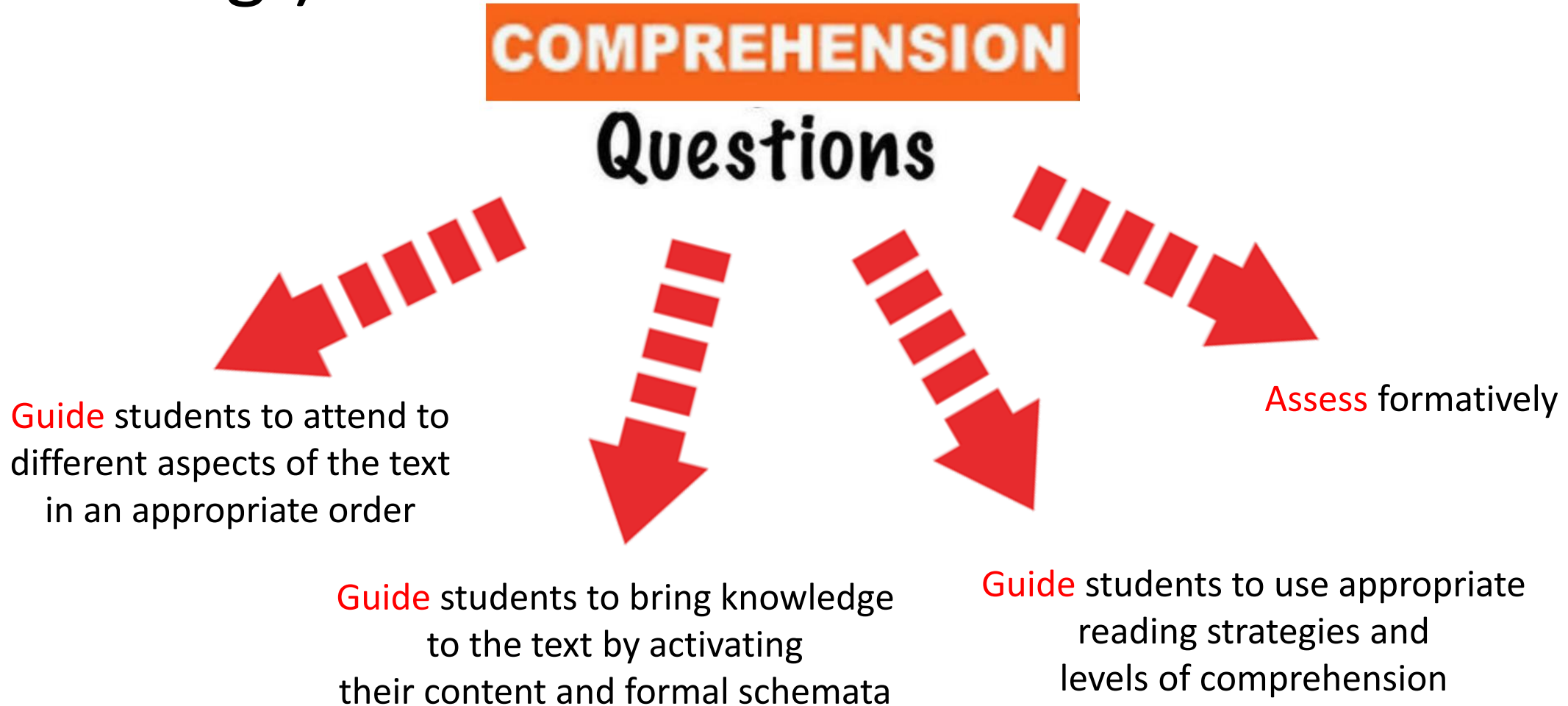
As you prepare for your DSE exam, I want to share a story from my own school days. When I was your age, I faced a high-stakes exam – HKCEE that felt overwhelming. One night, while struggling with a particularly tough algebra problem, I felt completely lost and ready to give up. I thought to myself, 'If I give up, I will probably regret.'

I could not sleep that night ... wait, you should know – no smartphone back then, no WhatsApp... I ran to school the next morning and waited for Mr Wong, my Mathematics teacher outside the Staff Room for help. He finally showed up but the bell was about to ring and the first lesson would start soon. Mr Wong asked me to return to my classroom. I believed it's time to give up. I tried but I got no help! Mr Wong was all I had. I could not afford a tutor; my classmates were getting impatient with me. I WAS STUCK!

Well, now standing in front of you was once this desperate student. Yes, you guessed it right - Mr Wong did not forget about me. He came to offer me help, on and off, over recess time, over lunch time and sometimes he stayed after school and helped me tackle those maths problems. I did not get a distinction in Mathematics in the end, but a satisfactory result that guaranteed me a place at university.

So dear 6A – never give up. Let us know if you need help. We teachers are here for you. Come back even after your last day. You are not alone; we will help you get through this together!!!

(3) Promote 'teaching reading' (not only 'testing reading')



(4) Enhance metacognitive awareness among readers

- *Our ability to think about our own thinking or 'cognition', and, by extension, to think about how we process information for a range of purposes and manage the way we do it.*
- *It is the ability to step back, as it were, from what occupies our mind at a particular moment in time to analyse and evaluate what and how we are thinking.*
- *Example of tasks to enhance metacognitive awareness*
 - *Conduct self and peer evaluation*
 - *Help students understand the success criteria/ descriptors*
 - *Encourage students to verbalize their thoughts/ think aloud/ explain their answers*
 - *Invite students to design questions for one another*

Vandergrift & Goh (2012, pp. 83 – 84)

School-level strategies

- (1) Teachers' recommendation of good books
- (2) Library makeover
- (3) Book club
- (4) Reading across the Curriculum (RaC)

(1) Recommendation of good books



喜閱一生(名人好書推介)——盛智文(中、英文字幕可供選擇)

♥ 0 ▶ 604



喜閱一生(說好香港故事——悅讀樂寫意)——蔡若蓮(中、英文字幕可供選擇)

♥ 1 ▶ 1560

Source: EDB Education MultiMedia(EMM)
https://emm.edcity.hk/media/1_x81uk3wx

Recommendation of good books

- School teachers to recommend good books to students
- Teachers to share on different platforms (e.g. a video review, a blog post on the school website, article on the newsletter, a live sharing session in the morning assembly, a recommendation wall in the library, etc.)
- A whole-school approach (e.g. one from each teacher, so 50 a year?)
- Several copies of the recommended books made available in the school library

Criteria of a good book???

- **Relatable**
- **Inspiring**
- **Stimulating**
- **Easy to read**
- **Positive value +++**

RISE+++

(2) Library makeover



- Renovate the library interior to create a more inviting environment
- Technology upgrades
- Expand collections
- A place to gather; a place to relax

Images generated by Copilot



(3) Book club

- Establish a Book Club as an extra-curricular activity/ a library programme

Possible activities to organize

Invite guests/ young writers (e.g. alumni) to share reading experience

Organize online meetings/ talks where members can share reading experience

Book swaps - Invite students to swap books to facilitate exchange of ideas

Book-related crafts -Organize craft sessions where members can create bookmarks, posters, or other items inspired by the book

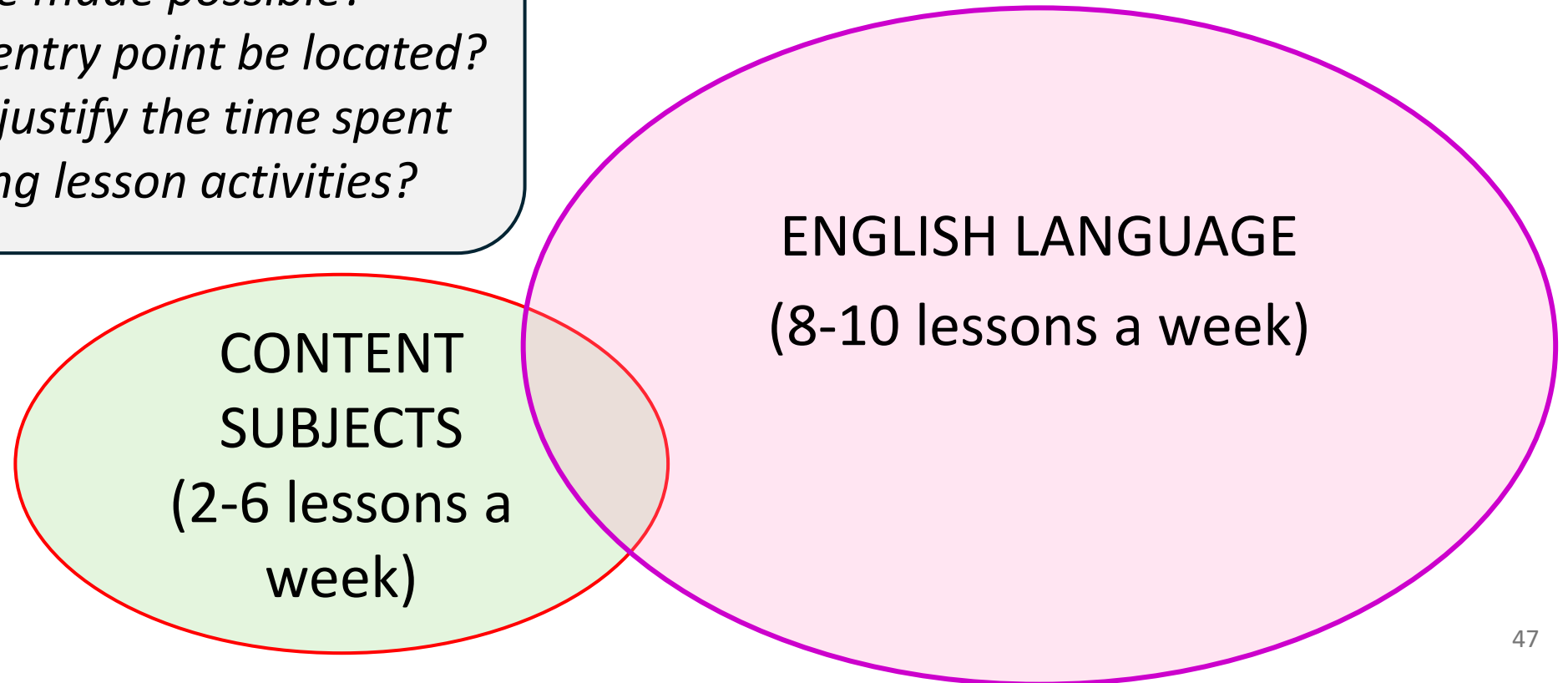
Book soundtracks - Create a playlist of songs that relate to the book's themes or setting; share and listen to the playlist during meetings

Movie Nights/ Weekends - If the book has a movie adaptation, host a movie session to watch it together.

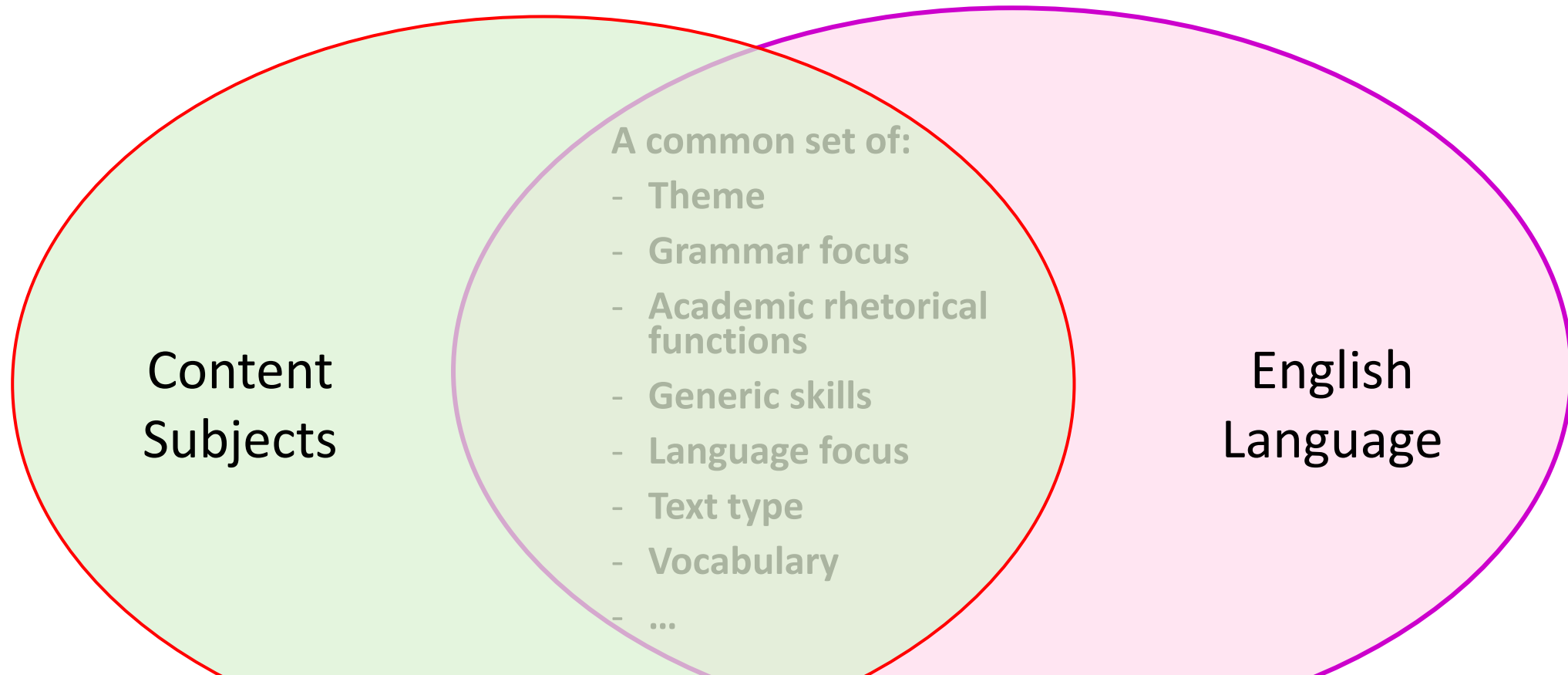
(4) Reading across the Curriculum (RaC)

- Draw cross-curriculum links
- Promote Reading across the Curriculum

→ *How can cross-curricular collaboration be made possible?*
→ *How can an entry point be located?*
→ *How can we justify the time spent on co-planning lesson activities?*



Curriculum mapping – An integrated approach



Gentle reminder...

Better start small when proposing an RaC initiative in the school – start with a few teachers/ a couple of subjects.

**Sourcing of a diversified range of
quality English reading materials**

New mode of reading - AI-oriented teaching

- Teachers using AI-powered tools to assist teaching
 1. Generate new reading texts
 2. Modify existing reading texts to cater to learning needs
 3. Design reading comprehension questions for students
 4. Reformulate question types in existing reading papers
 5. Define reading skills/ Design tasks that assess specific reading skills
 6. Give feedback on students' work

Develop sensitivity to language use and appreciation of beauty of the English language through reading



Example 1

Magic School

Character Chatbot

Character Chatbot

Chat with any historic figure, author, or recognizable character from a story.

Grade level: *

10th grade



Character, Author, or Historic Figure: *



Charlie in Charlie and the Chocolate Factory



Develop sensitivity to language use and appreciation of beauty of the English language through reading

- ✓ Engage in the reading experience through interacting with the story character
- ✓ Promote interactive reading – Reading+Responding

Character Chatbot

 Edit Prompt 

Hello! I'm Charlie Bucket, and I can hardly believe my luck even now! I went from living in a tiny house with my family, barely able to afford a chocolate bar, to becoming the owner of the most magnificent chocolate factory in the world. Mr. Wonka chose me because I showed honesty and a pure heart, unlike the other children who visited that day.

I'd love to share my experiences with you - from finding that golden ticket in the chocolate bar I bought with a lucky coin I found, to meeting the remarkable Oompa-Loompas, and of course, all the incredible inventions Mr. Wonka created. The factory is still just as magical as the first day I stepped inside!

What would you like to know about my adventures in the chocolate factory? I promise everything I tell you will be absolutely true, even though it might sound unbelievable!

 Copy  Edit  Export  Read Aloud  More



What was the most interesting thing you saw in the factory?

 Copy

Oh my goodness, that's quite a question! While everything in Mr. Wonka's factory is absolutely extraordinary, I'd have to say the Chocolate Room was the most amazing thing I've ever seen. Imagine a whole valley made entirely of chocolate! The river - pure melted chocolate flowing and churning by the thousands of gallons per hour. Every single thing in that room was edible - even the grass you walk on!

The grass was made of the sweetest sugar mint you could imagine. There were trees made of candy, with gummy fruit hanging from their branches. And the waterfall! Mr. Wonka said it was the most important part - the way it churned the chocolate, making it light and frothy. "No other factory in the world mixes its chocolate by waterfall," he told us.

You know, before winning the golden ticket, I could only afford one chocolate bar a year on my birthday. Standing in that room, seeing all that chocolate... it was like a dream come true. But what made it even more special was that I didn't rush to stuff my pockets like Augustus Gloop did. Sometimes the best way to enjoy something magical is to simply appreciate its beauty.

Develop sensitivity to language use and appreciation of beauty of the English language through reading



Example 2

Magic School

Literary Devices

- ✓ Provide definitions and common examples of literary devices
- ✓ Provide students with input at the sentence level
- ✓ Facilitate literacy development -from Reading to Writing

Literary Devices

Get examples of literary devices based on any topic to enhance writing.


Grade level: *

10th grade

Literary Device You Want Examples of: *

Alliteration: Repetition of initial consonant sounds.

Topic to apply this literary device: *

 the ocean waves, a tree in the wind, walking down a dark alley, watching a soccer game, laughing while watching a TV show

Develop sensitivity to language use and appreciation of beauty of the English language through reading

Alliteration: Repetition of initial consonant sounds.

Allusion: Indirect reference to something.

Foreshadowing: Hinting at future events.

Hyperbole: Exaggerated statements.

Imagery: Descriptive, sensory language.

Irony: Contradiction between expectation and reality.

Metaphor: Direct comparison without "like" or "as".

Metonymy: Representing something by something related to it.

Onomatopoeia: Words imitating sounds.

Oxymoron: Contradictory terms together.

Personification: Giving human traits to non-human objects.

Simile: Comparison using "like" or "as".

Symbolism: Using symbols for ideas or qualities.

Synecdoche: Part representing the whole, or vice versa.

Alliteration: Repetition of initial consonant sounds.

Topic to apply this literary device: *



the ocean waves, a tree in the wind, walking down the beach watching a TV show

Literary Devices

Edit Prompt ▾

Certainly! Here are three examples of alliteration applied to describing a classroom after a 10th-grade Christmas party:

1. Crumpled candy wrappers cluttered the classroom corners.
2. Tinsel trails twinkled on tattered tabletops.
3. Festive fragments and forgotten frippery filled the floor.

These examples use alliteration to create a vivid picture of the classroom's post-party state. The repetition of initial consonant sounds adds a rhythmic quality to the descriptions, making them more memorable and engaging for the reader.

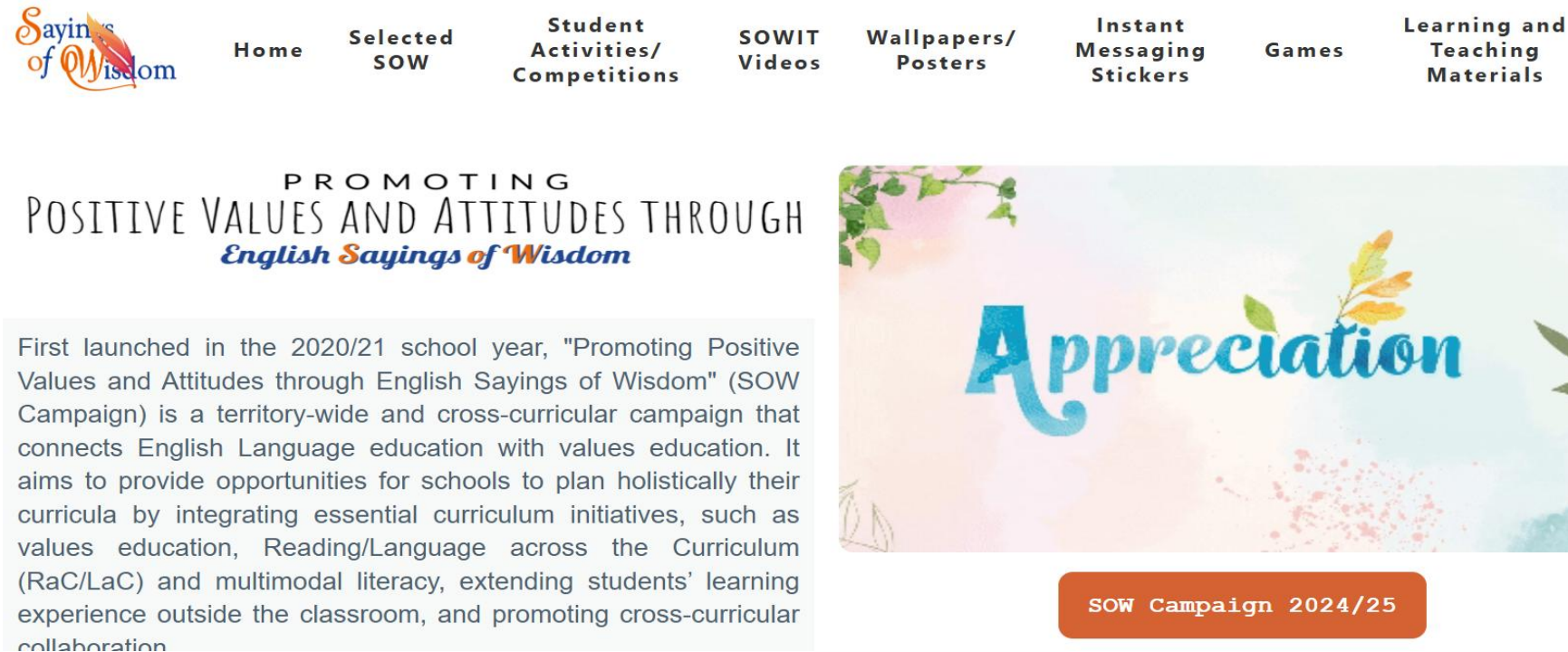
Copy Edit Export Read Aloud More



Useful reading sources

- (1) EDB website
- (2) Hong Kong Public Libraries
- (3) Hong Kong Education City
- (4) AI-powered tools

(1) EDB website



Source: <https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/website/home/index.html>

Theme-based Reading

● Suggested Book Lists

To facilitate the promotion of reading in schools, the Education Bureau suggests related book lists of theme-based reading by kindergartens, primary and secondary schools as appropriate.

The suggested themes are as follows:

● Chinese History and Culture

[Kindergartens](#)

[Primary schools](#)

[Secondary schools](#)

● Healthy Living

[Kindergartens](#)

[Primary schools](#)

[Secondary schools](#)

● Values Education

Source: <https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/reading-to-learn/curriculum-related-reading-resources/theme-based-reading/index.html>

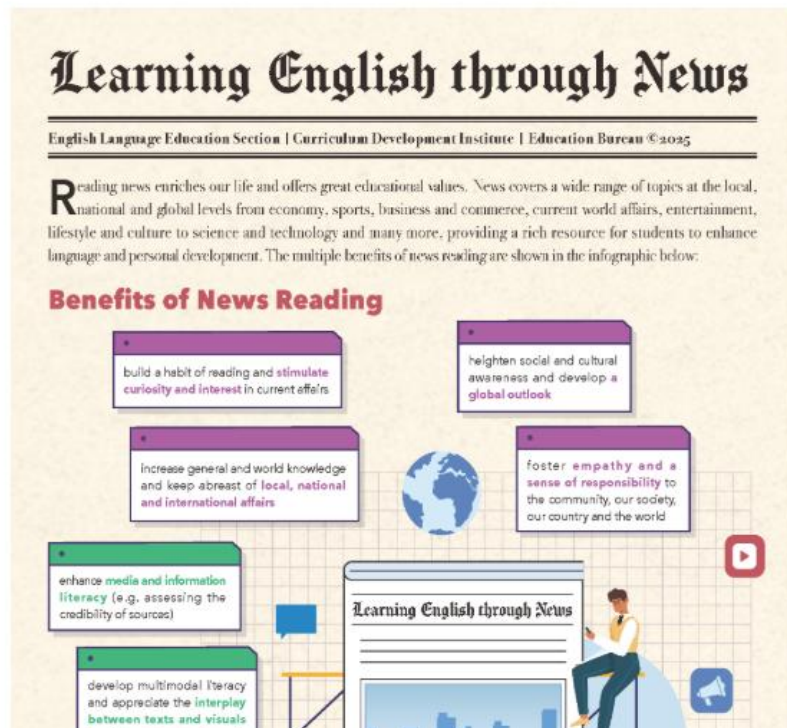
"Developing Students' Listening and Viewing Skills" Video Series



- The “Developing Students’ Listening and Viewing Skills” Video Series is designed to support students’ development of listening and viewing skills, and facilitate the integration of values education into the secondary English Language curriculum through engaging multimodal texts.

Source: https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Multimedia/Sec_LV.html

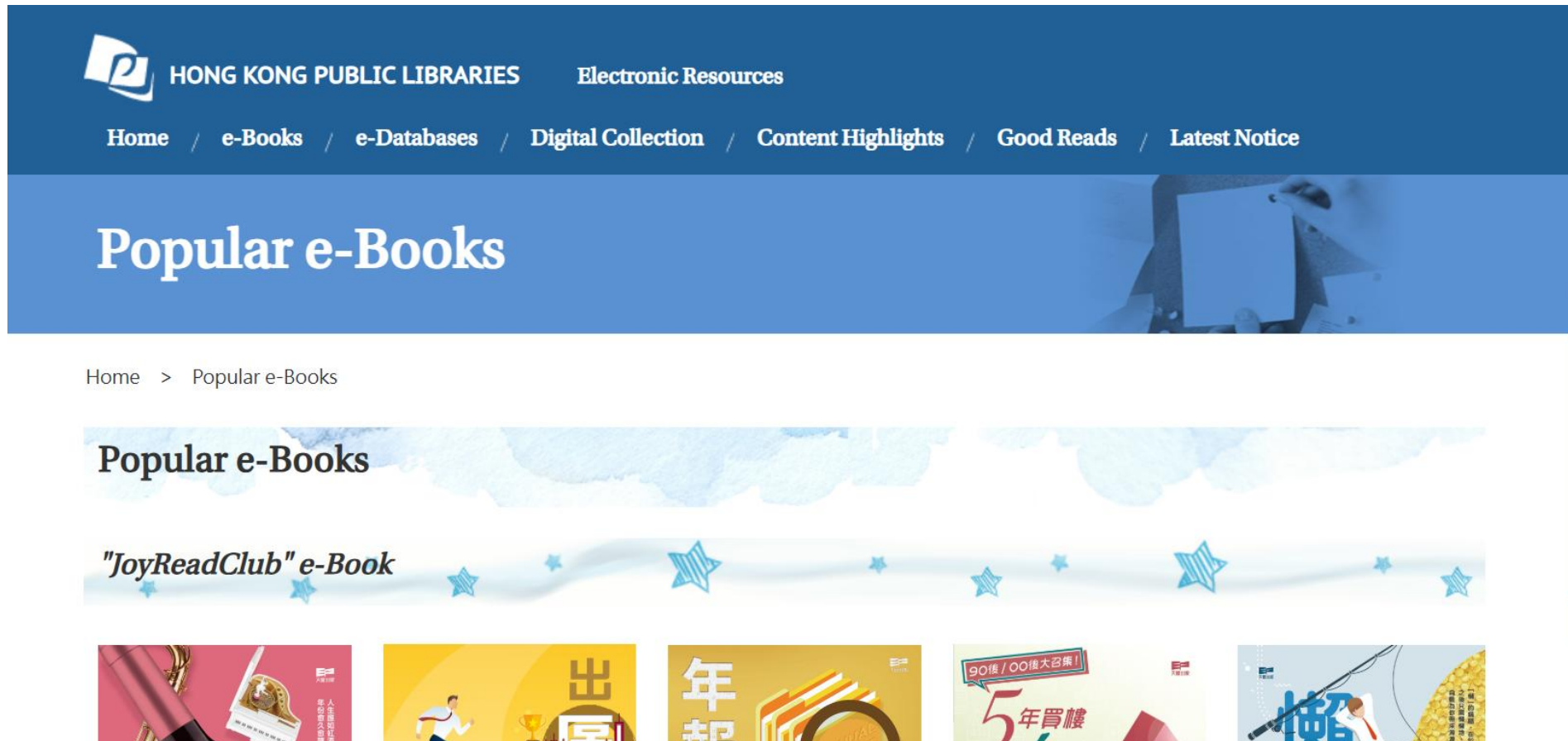
Leaflet on Learning English through News



Reading news enriches our life and offers great educational values. Covering a wide range of topics at different levels, news provides a rich resource for students to enhance language and personal development. This leaflet aims to introduce strategies for enhancing secondary students' media and information literacy through promoting news reading and designing a school-based news literacy programme, thereby building students' solid language and world knowledge foundation and promoting Language and Reading across the Curriculum. The effective practices adopted by two secondary schools in promotion of news reading are also featured in the leaflet for reference.

Source: https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Leaflet/sec_news_leaflet.html

(2) Hong Kong Public Libraries



The screenshot displays the Hong Kong Public Libraries website's 'Electronic Resources' section. The header includes the library's logo and name, followed by a navigation menu with links to Home, e-Books, e-Databases, Digital Collection, Content Highlights, Good Reads, and Latest Notice. The main heading is 'Popular e-Books'. Below this, a breadcrumb trail shows 'Home > Popular e-Books'. A decorative banner for 'JoyReadClub' e-Book is featured, adorned with blue stars. At the bottom, a row of five book covers is shown, including titles like '人生書院' (Life Library), '出' (Out), '年起' (From Year), '5年買樓' (5 Years Buying a Flat), and '懶' (Lazy).

HONG KONG PUBLIC LIBRARIES Electronic Resources

Home / e-Books / e-Databases / Digital Collection / Content Highlights / Good Reads / Latest Notice

Popular e-Books

Home > Popular e-Books

"JoyReadClub" e-Book

人生書院 出 年起 5年買樓 懶



Source: https://www.hkpl.gov.hk/en/e-resources/hot_e-books.html

(3) Hong Kong Education City

About EdCity Teacher Student (Sec) Student (Pri) Parent

繁 | English | A A A



Books ▼

Recommendations ▼

eRead Scheme ▼

Reading Services ▼

My Reading City ▼

Top Ten Book Picks

Admin Page ▼

HK Reading City > My Reading City



HK Reading City > Recommendations

Award-Winning Books

One of the biggest struggles as a reader is finding a book to get started. Check out the award winning books for recommendations!



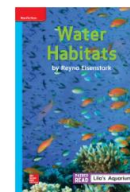
Top Ten Book Picks



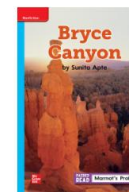
Secondary Students' Best Ten Books Election



Hong Kong Biennial Awards for Chinese Literature



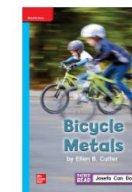
Inspire Science Grade 2, Level 2 Reader, Water Habitats
Sunita Apte
McGraw Hill



Inspire Science Grade 2, Level 2 Reader, Bryce Canyon
Sunita Apte
McGraw Hill



Inspire Science Grade 2, Level 2 Reader, Make a Pizza
Joanne Mattern
McGraw Hill



Inspire Science Grade 2, Level 2 Reader, Bicycle Metals
Ellen B. Cutler
McGraw Hill



<https://www.hkreadingcity.net/en/content/prize>



Enhancing Students' Language Skills with Multi-modal Texts (English subtitles available)

♥ 0 ▶ 702

詳細資料 附件 分享 🔍

This programme explores how teachers are using multi-modal texts, for example, videos, pictures, graphics, etc, to engage students in English lessons and to develop students' language and expressive skills, and creativity.

Source: EDB Educational MultiMedia (EMM)
https://emm.edcity.hk/media/0_ziwoltc2

(4) AI-powered tools

- Using AI-powered tools to generate new texts

An example of a text generated by Copilot

This is the prompt given to Copilot:

Generate a one-sided 400-word text for my 15-year-old class of students who are learning English as a second language. The theme should be about why some teenagers prefer 'lying flat'. Use a critical and semi-formal tone. Use rhetorical questions throughout and highlight them for my reference.

Why Do Some Teenagers Prefer Lying Flat?

In recent years, the phenomenon of 'lying flat' has gained attention among teenagers. But what does 'lying flat' mean? Essentially, it refers to a lifestyle where individuals choose to do the bare minimum to get by, rejecting societal pressures to achieve traditional success. Why would teenagers, who are often full of energy and ambition, choose this path?

Is it because of the overwhelming pressure to succeed? Many teenagers face immense pressure from parents, teachers, and society to excel academically, participate in extracurricular activities, and plan for a successful future. This constant pressure can lead to burnout and a desire to escape from the relentless demands. **Could it be that 'lying flat' offers a way to reclaim control over their lives?**

Are teenagers simply rebelling against societal expectations? Adolescence is a time of self-discovery and questioning authority. Some teenagers might see 'lying flat' as a form of rebellion against the conventional path laid out for them. By choosing to 'lie flat,' they are making a statement that they refuse to be defined by societal norms. **Is this their way of asserting their independence?**

Is the fear of failure a driving factor? The fear of not meeting expectations can be paralyzing. Some teenagers might prefer 'lying flat' to avoid the risk of failure altogether. **Is it easier to not try at all than to try and fail?** This mindset can be a protective mechanism, shielding them from the disappointment and judgment that comes with failure.

Could it be a response to the lack of meaningful opportunities? In some cases, teenagers might feel that the opportunities available to them are not worth the effort. **Are they disillusioned with the idea that hard work guarantees success?** When they see adults struggling despite their efforts, they might question the value of striving for traditional achievements.

Is 'lying flat' a way to prioritize mental health? The pressures of modern life can take a toll on mental health. By choosing to 'lie flat,' teenagers might be prioritizing their well-being over societal expectations. **Is this their way of coping with stress and anxiety?**

In conclusion, the preference for 'lying flat' among teenagers can be attributed to various factors, including pressure to succeed, rebellion against societal norms, fear of failure, lack of meaningful opportunities, and prioritization of mental health. **Is it time for society to rethink its expectations and provide more support for young people?**

To cater to different learning needs, more specific prompts can be given to modify a reading text.

This is another prompt given to Copilot:

You have just created the above text for me. Thanks. Rewrite it now with fewer rhetorical questions and easier language for my students who are less advanced. The text should be about 300 words long.

Why Do Some Teenagers Prefer 'Lying Flat'?

Recently, the idea of 'lying flat' has become popular among teenagers. But what does 'lying flat' mean? It means doing the least amount of work needed to get by and not trying to achieve traditional success. Why would teenagers, who are usually full of energy and ambition, choose this lifestyle?

One reason could be the overwhelming pressure to succeed. Many teenagers face a lot of pressure from parents, teachers, and society to do well in school, join extracurricular activities, and plan for a successful future. This constant pressure can lead to burnout and a desire to escape from these demands. 'Lying flat' might offer a way for them to take back control of their lives.

Another reason might be rebellion against societal expectations. Adolescence is a time when teenagers start to discover themselves and question authority. Some teenagers might see 'lying flat' as a way to rebel against the traditional path set for them. By choosing this lifestyle, they are saying that they do not want to be defined by society's norms.

Fear of failure could also be a factor. The fear of not meeting expectations can be very strong. Some teenagers might prefer 'lying flat' to avoid the risk of failing. This way, they protect themselves from the disappointment and judgment that comes with failure.

In some cases, teenagers might feel that the opportunities available to them are not worth the effort. They might be disillusioned with the idea that hard work always leads to success. When they see adults struggling despite their efforts, they might question the value of striving for traditional achievements.

Lastly, 'lying flat' might be a way to prioritize mental health. The pressures of modern life can affect mental health. By choosing to 'lie flat,' teenagers might be putting their well-being first.

In conclusion, the preference for 'lying flat' among teenagers can be due to various reasons, including pressure to succeed, rebellion against societal norms, fear of failure, lack of meaningful opportunities, and prioritizing mental health. Perhaps it is time for society to rethink its expectations and provide more support for young people.

Some quick tips about prompt engineering

Tips	An example
1. Tell AI what your role is	I am an English teacher of a class of 15-year-old students, who are all learning English as a second language. Recently, they've shown
2. Tell AI who your students are	a strong interest in discussing the topic of 'lying flat'. To build on this engagement, I plan to use this theme in an upcoming reading
3. Give sufficient background information	lesson. My goal is to help students explore the issue while also learning how rhetorical questions are used effectively in speeches. After reading and analyzing a model speech on this topic, students
4. State your goal and your expectations/ use metalanguage where necessary	will be guided to write their own speech, incorporating rhetorical questions to express their views. Now, please write this speech for my reading lesson. The speech should be about 350 words long. To help me teach, also highlight the rhetorical questions for my easy reference.

Establish our own prompt library

- *Enrich this text by adding two jokes to make it more entertaining.*
- *Add a few metaphors to expose my readers to the use of literary devices. Highlight them in the rewritten text for my reference.*
- *Shorten this text for my less advanced students. Make it within 200 words.*
- *I am planning to teach vocabulary about 'lying flat' with this text. Suggest words that I can leave blank for my students to fill. Highlight them for my reference.*
- ...

Programme Evaluation

- <https://bit.ly/RaC-EE>



That's it for now.

BREAK TIME

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