

Promoting a “Reading to Learn” Culture through Linking Reading, Oral Presentation and Assessment (Secondary 1-3)

Introduction

In this example, students at the junior secondary level engage in reading books on various themes and disciplines under the school’s extensive reading scheme. They also take part in an oral presentation on what they have read, and evaluate their classmates’ performance.

This example illustrates how “reading to learn” activities can be used to:

- enhance students’ abilities in using English by integrating the four skills of listening, speaking, reading and writing;
- develop students’ critical thinking and problem-solving skills through understanding and constructing meaning from what they read and evaluating other students’ performance;
- develop students’ creativity and positive values in responding to imaginative and literary texts on different themes;
- promote self-directed learning through assessment for learning;
- develop students’ collaboration skills;
- cultivate an open-mindedness towards different opinions and ideas; and
- promote reading for the improvement of language proficiency as well as for other important purposes, notably personal interest, enrichment of knowledge and experience and development of positive values and attitudes.

Purpose of the School’s Extensive Reading Scheme

Through engaging in a diversified range of activities such as quizzes, story-telling competitions, writing competitions, book exhibitions, writing book reports and oral book presentations, students develop the skills and strategies for reading effectively and broaden their knowledge base and experience. The ultimate goal of the scheme is to inculcate a reading culture within the school and help students become independent readers.

Learning and Teaching Process

1. As part of the school’s extensive reading scheme, students of S1-3 each read a story of his/her choice to be presented in class.

2. Students fill in a book review form on the story they have read, providing information about the plot and characters. They also share their views on the story. They can make use of the ideas on the form for their oral presentation, although they have to hand it in to the teacher prior to the presentation.

Storybook Presentation
Book Review Form

Title of storybook:
Author:
Publisher:
Date finished reading the book:
Summary of the story:
Description of main characters:
Comments on the book:

Impact on Learning

- Students develop an interest in reading as they are provided with a meaningful purpose for reading and responding to the story they have read.
- Students broaden their knowledge and experience through reading about and responding to the plot or the experiences of various characters in the story.

- Students develop their creativity and critical thinking skills through:
 - understanding and constructing meaning from the story they read;
 - conceptualising the plot, understanding the characters, developing their own values and forming their views of the story; and
 - selecting, developing and organising ideas for their oral presentation.

3. With the teacher’s guidance, students read and understand the assessment criteria in the evaluation form for the oral presentation.

Evaluation Form					
Title of storybook: _____					
Presenter: _____					
	Excellent	Good	Average	Weak	Very weak
Posture					
Stands/Sits confidently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Body language/Facial expressions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation					
Enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of pauses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loudness of voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content and Language					
Level of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments/Insights on the book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name(s) of assessor(s): _____					
Signature(s): _____					
Class: _____					

- Students develop their critical thinking skills through understanding and interpreting the assessment criteria in the evaluation form.
- Students enhance their knowledge and skills in self-monitoring and evaluation through reflecting on and applying the assessment criteria.

4. Students take turns to present their story to the class, making use of the basic information they have previously provided on the book review form and finding an effective way to present the story and share their views with the audience.

- Students develop their communication skills and creativity through expressing their ideas, views and feelings about the story with an audience in mind.

5. In groups, students evaluate the presentations with the evaluation forms.

- Students develop their skills of critical thinking and collaboration in evaluating the presentations. Students learn to take charge of their own learning as they practise peer assessment.

6. Students give oral feedback about the presentations they have observed.



- Students develop their speaking skills by responding to and evaluating the presentations orally.
- Students appreciate each other's use of the language.
- Students enrich each other's reading experience by exchanging views on the reading content.
- Students show respect for different opinions and ideas in discussing each other's performance.

7. Students reflect on feedback from peers and the teacher. They record their participation and performance in the oral presentations in the logbook they keep for recording their English activities.



- Students develop an ability to manage, reflect on and review their own learning.



My Performance In English Class

Kind of Activity	Words of Praise from Teacher	Signature

Points awarded

For Logbook coordinator's use only

Teacher's signature _____ Parent's signature _____

Some of the activities have been tried out in Shung Tak Catholic English College. We thank the school for sharing their experience.