

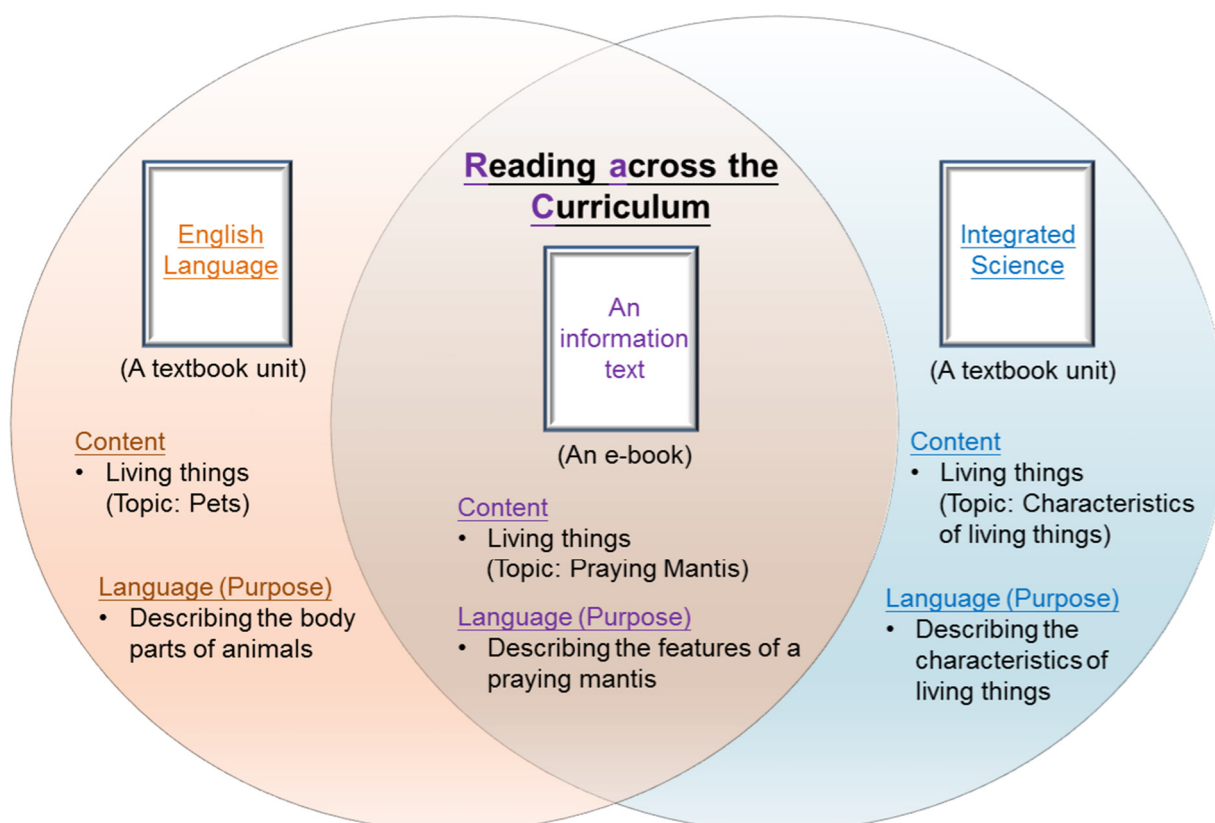
Enhancing Students' Literacy Skills Development: Promoting Reading across the Curriculum through e-Learning (Secondary 1-3)

Introduction

This example illustrates how students' literacy skills development can be enhanced through promoting reading across the curriculum. The English teacher makes use of the e-version of an information text "Big Bugs, 'Bad' Bugs" to connect students' reading and writing experience between English Language and Integrated Science.

Implementation of Reading across the Curriculum (RaC)

A common topic, i.e. "living things", and a language item, i.e. using similes to make descriptions, are identified as entry points for the implementation of RaC.



Learning and Teaching Process

(Reading)

- Integrating the use of the e-version of an information text “Big Bugs, ‘Bad’ Bugs” to extend students’ learning experience from a textbook unit of General English (G.E.):

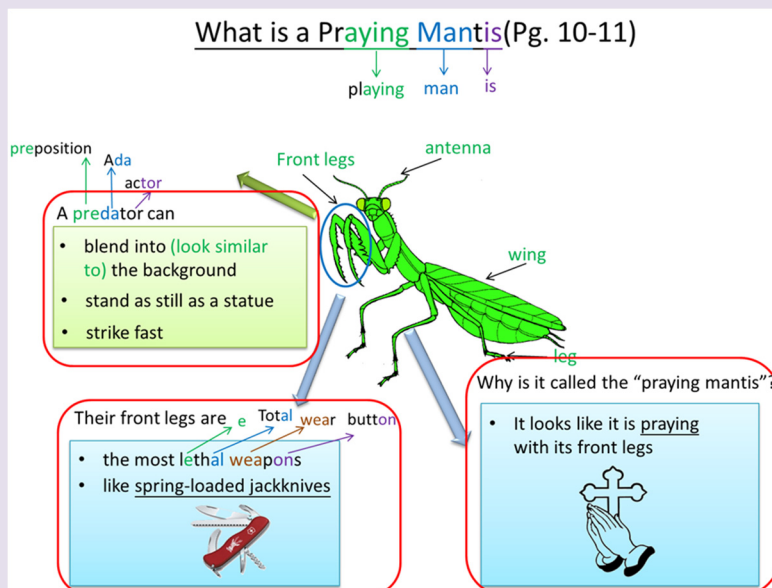
	G.E. textbook unit	e-Book “Big Bugs, ‘Bad’ Bugs”
Purpose	To describe the body parts of animals	To describe the features of a praying mantis
Language item	Similes “as...as” / “...like...”	

Impact on Learning

- Students are provided with the opportunity to
 - enrich their knowledge about living things, i.e. a praying mantis; and
 - understand the use of the language item, i.e. using similes “as...as” / “...like...” to make descriptions, in context.

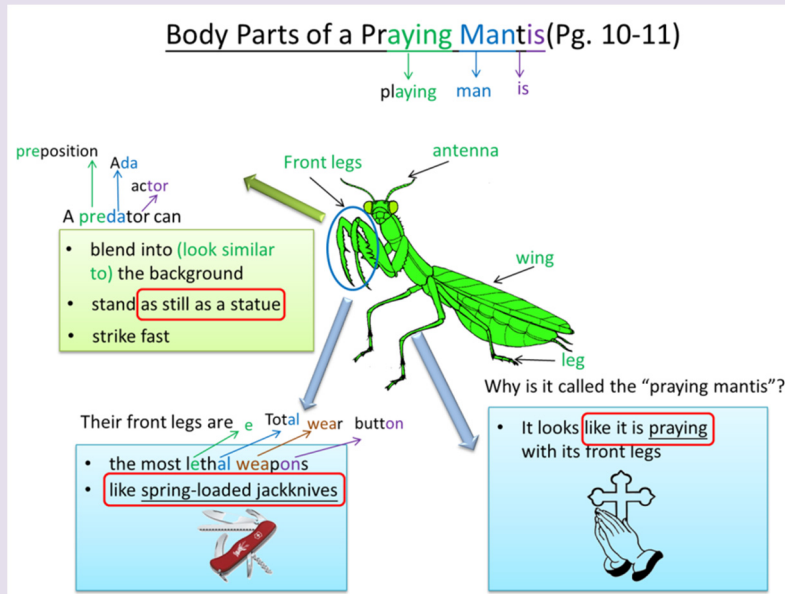
Supporting students’ development of reading skills and strategies:

- Making use of a graphic organiser to facilitate students’ understanding of the main ideas of the text, e.g.



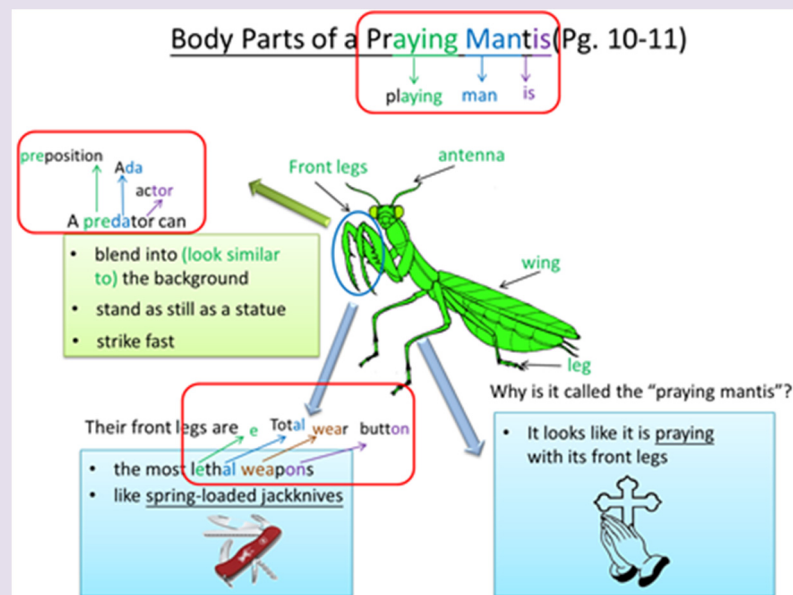
- Students are guided to identify and organise the main ideas of the text, i.e. features of a praying mantis, using graphic forms.

- Highlighting to students the language focus of the text, i.e. **similes “as...as” / “...like...”**, and guiding them to understand the use of the language item in context



- Students are guided to understand the language function, i.e. to describe, and how the related language item, i.e. similes “as...as” / “...like...”, is used in context.

- Drawing students’ attention to the letter-sound relationships of vocabulary such as “praying mantis”, “predator”, “lethal weapons”, to support students in reading aloud unfamiliar words



- Students are guided to draw on their prior knowledge and decode unfamiliar words by using knowledge of letter-sound relationships.

- Highlighting to students the e-feature “word explanation” to support students in understanding unfamiliar words such as “camouflage”



- Students are guided to make use of the e-feature “word explanation” to work out the meaning of the unfamiliar word and concept “camouflage” by referring to the word definition and pictorial clues provided.

- Highlighting to students the e-feature “video clip” to support students in understanding the main ideas of the text

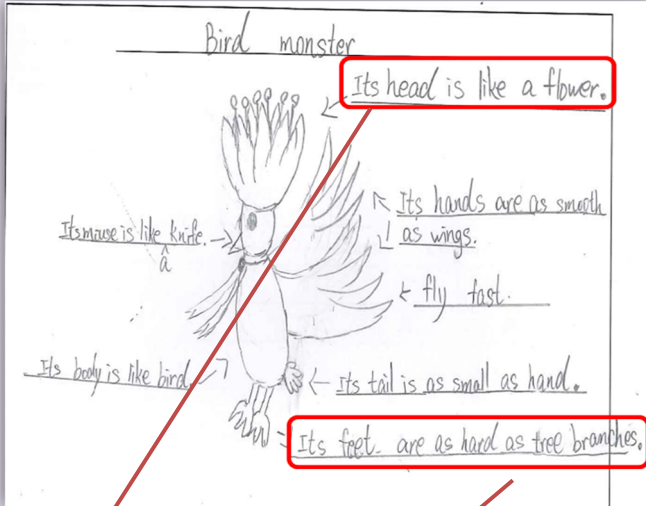


- Students are guided to make use of the e-feature “video clip” to facilitate their understanding of the main ideas of the text, i.e. the special skills of a praying mantis including “camouflage” and “fighting skills”, by referring to the audio and visual clues of the video clips.

(Writing)

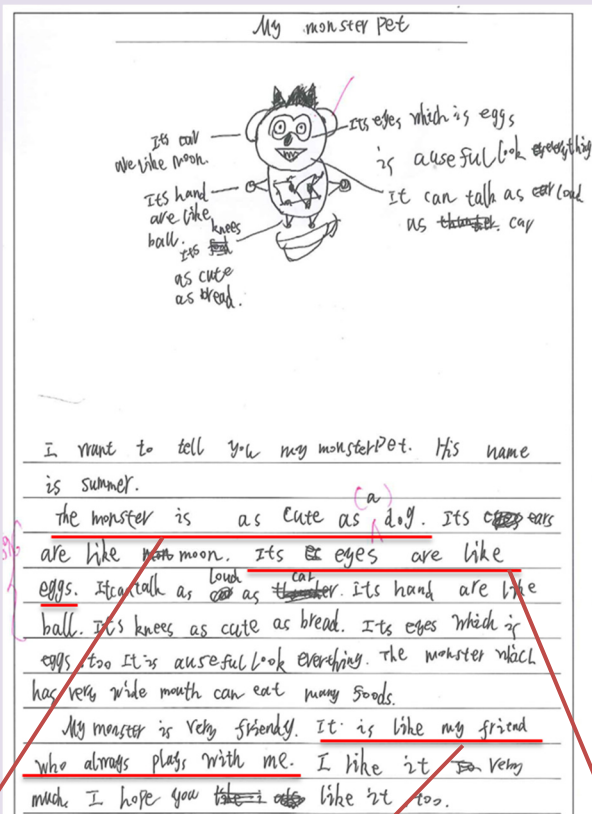
Providing students with the opportunity to apply the language item, i.e. similes “as...as” / “...like...”, in context

- Engaging students in designing their own monster pet and writing descriptions about it



Its head is like a flower. Its feet are as hard as tree branches.

- Students are engaged in applying the language item in a new context and their understanding of the language function, i.e. to describe, and the related language item, i.e. similes “as...as” / “...like...”, is consolidated.



The monster is as cute as a dog. Its eyes are like eggs. It is like my friend who always plays with me.

Example 11

- Engaging students in creating an e-book about their written work on monster pets with the help of an app for creating interactive e-books



- Students are motivated to
 - apply their creativity and information technology skills to create an e-book about their own monster pet; and
 - practise their speaking skills by recording their descriptions of the monster pet and make revision of their audio clips as appropriate.

- Some of the activities have been tried out in Lock Tao Secondary School. We thank the school for sharing their experience.*
- We are grateful to CSI Literacy and Lift Education for their permission to reproduce the images of the interactive e-book “Big Bugs, ‘Bad’ Bugs” (2011) from the CSI Chapters series.*