

Collaborative Research & Development ("Seed") Project for 2019 – 2020

Developing Literacy Skills through Promoting Reading across the Curriculum in the English Classroom at KS2 (EE0619)

English Language Education Section

Curriculum Development Institute

Education Bureau

16 Feb 2019

Project Objectives

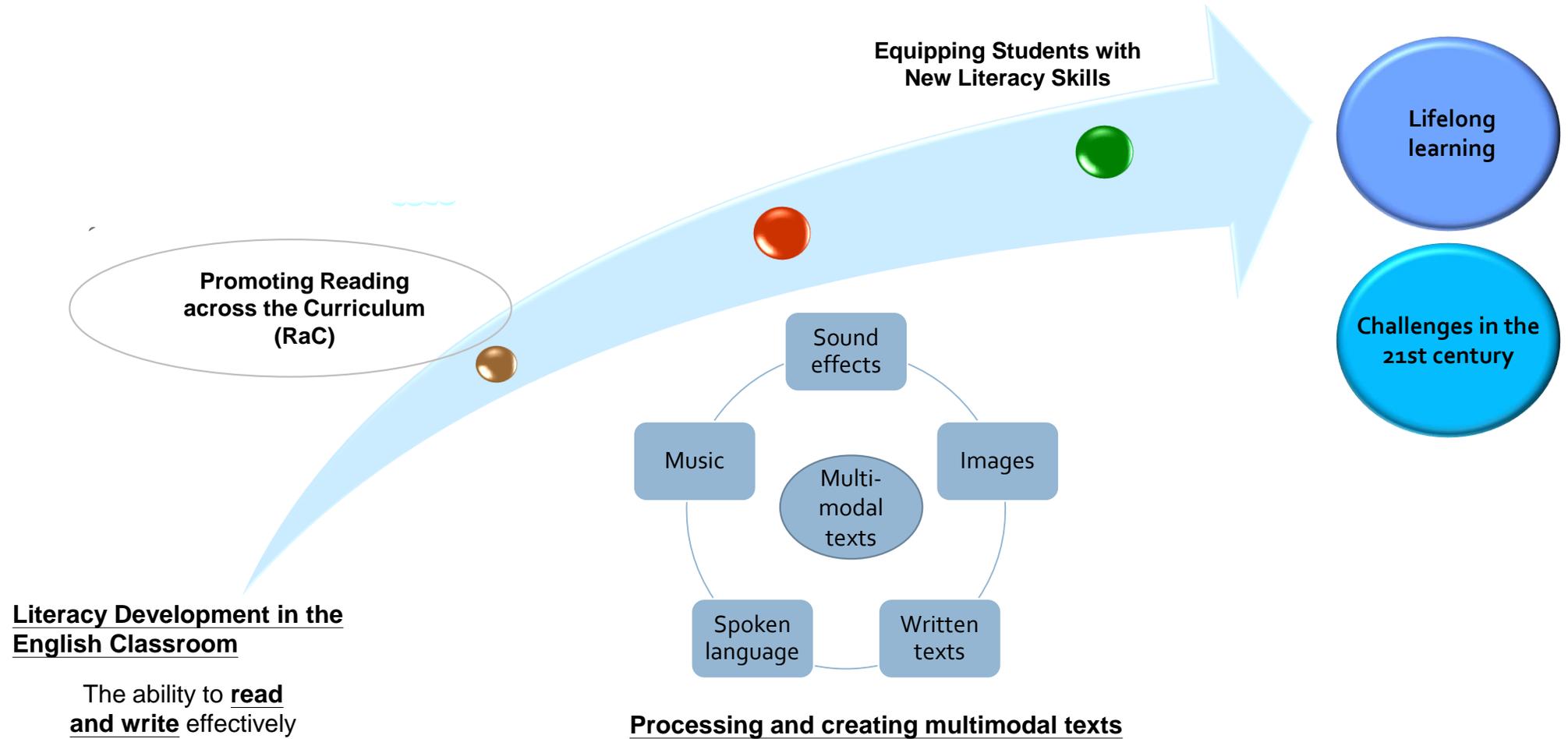
To understand teachers' roles in promoting Reading across the Curriculum and explore strategies for promoting Reading across the Curriculum in the English classroom at KS2

To raise students' awareness of the connection between their learning experiences in the ELE KLA and other KLAs

To help students learn effectively by identifying reading materials with relevant themes, text types and language features in both print and non-print forms

To design appropriate learning, teaching and assessment activities to reinforce students' ability to integrate the knowledge, skills and learning experiences gained in different KLAs so as to deepen and broaden their learning

Literacy Development in the English Classroom



Promoting Reading across the Curriculum

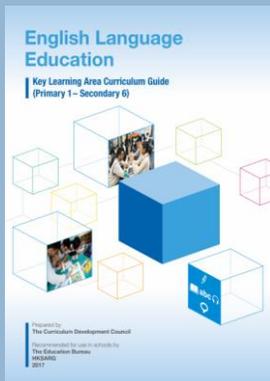
*'Teachers who use cross-curricular themes **create active readers** by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas.'*

Aslan, Y. (2016). The Effect of Cross-curricular Instruction on Reading Comprehension. *Universal Journal of Educational Research*, 4(8), 1797-1801.

*'Because our lives require us to integrate what we have learned in an interdisciplinary manner, teaching children through merged disciplines better **prepares them for applying new knowledge and experience**. In addition, when students view their learning as having personal relevance, they **put more effort into their schoolwork and achievement**.'*

Willis, S. (1995). Refocusing the curriculum: Making interdisciplinary efforts work. *ASCD Education Update*, 37 (1), 1-8.

Suggestions made in the ELE KLACG 2017 on Reading across the Curriculum



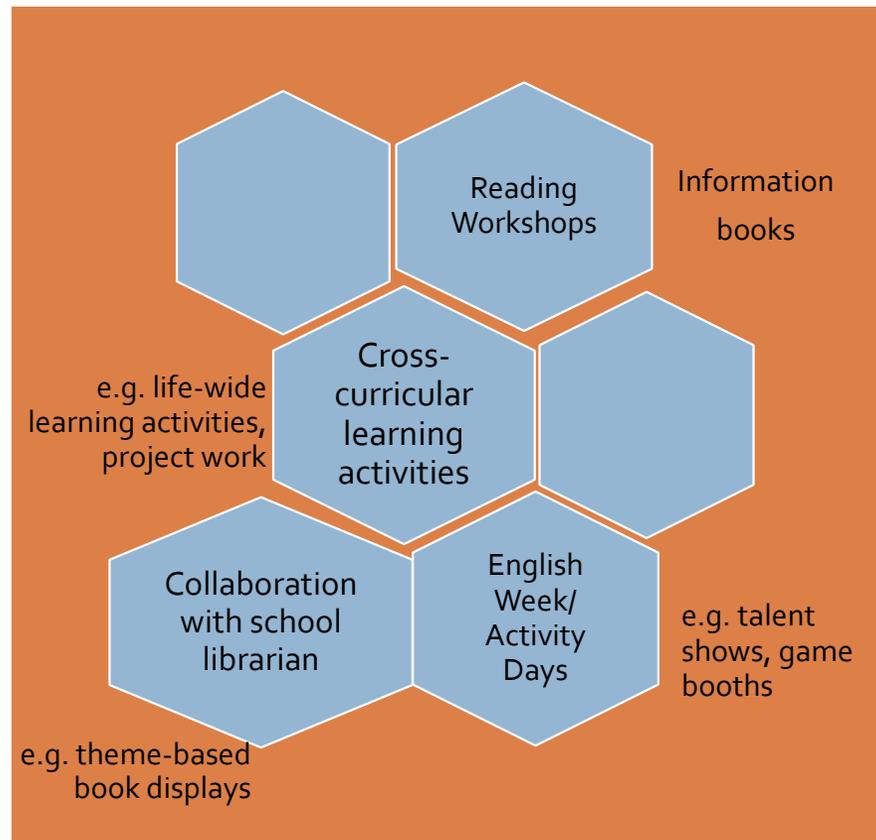
p.61

In implementing RaC, English teachers are encouraged to:

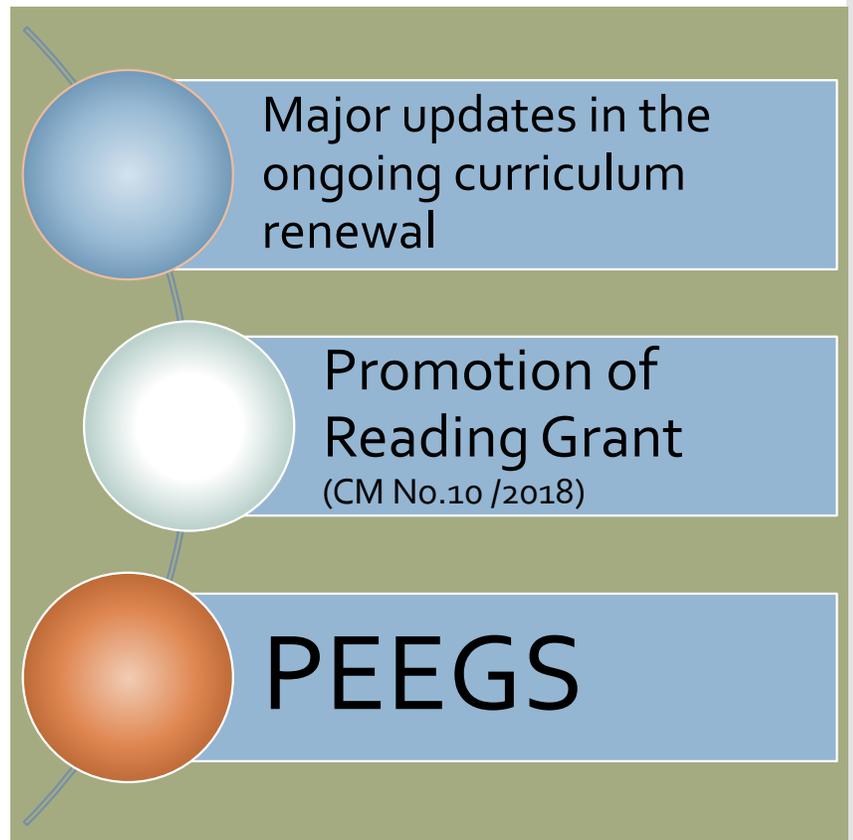
- ◆ **identify reading materials** in both print and non-print forms with suitable entry points (e.g. themes, text types, language features and vocabulary) for **connecting students' learning experiences in different KLAs**;
- ◆ help students **develop the reading skills and strategies necessary for understanding and analysing language use in English texts** (e.g. text structures and vocabulary);
- ◆ **design reading activities** that reinforce students' ability to **integrate the knowledge, skills and learning experiences** gained in different KLAs; and
- ◆ **collaborate with teachers of other KLAs to develop learning activities** that provide students with opportunities to **consolidate the knowledge and skills** acquired across KLAs.

Current Situation

Practices at schools



Opportunities for enriching the school-based English Language curriculum



Promoting Reading across the Curriculum

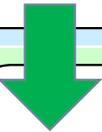
Identify a module/unit for tryout



Identify reading materials for connecting students' learning experiences in different KLAs



Design learning activities that help **develop** students' **literacy skills** and **consolidate** the knowledge and skills acquired across KLAs



Design learning activities that provide opportunities for students to **integrate and apply** the knowledge, skills and learning experiences gained in different KLAs

Cross-curricular collaboration to facilitate RaC

- ✿ Working with teachers of other KLAs to conduct curriculum mapping e.g. designing cross-curricular learning tasks and activities together
- ✿ Adjusting the teaching schedules of English Language and the content subject to teach the same theme/topic at around the same time
- ✿ Seeking advice from teachers of other KLAs on:
 - the choice and appropriateness of reading materials
 - the schedule of teaching a certain topic
- ✿ Involving teachers of other KLAs in the conduct of cross-curricular learning activities or project work, e.g. assessing students' performance

Connecting students' learning experiences in the ELE KLA and other KLAs

- reading more about the lives and cultures of people in different places
- showing respect for the cultures of different places

Example 1
General Studies

Example 2
Music

- reading more about different musical instruments and the challenges in learning to play an instrument
- helping students to appreciate music and develop perseverance

- reading more about a sport
- understanding more about team work and sportsmanship

Example 3
Physical Education

?

Example 1

Connecting students' learning experiences in **English Language** and **General Studies**

Reading input:

Knowledge and skills learnt from GS

Understanding the lives and cultures of people in different places

Connection with English Language

Reading blog articles of students from different places (*PLE 2nd Ed. 4A Chapter 1 Be my friend*)

Reading an information book about traditions around the world
- cultural activities such as sports, eating habits, festival celebrations

Task:

Writing a section to introduce Chinese culture

- Taking photos and writing captions about the special events
- Recording the cultural activities in their daily lives
- Introducing the history or traditions in HK

1. Knowledge and skills learnt from Music

Topic

- Learning how to play a recorder in P4
- Performing a simple recorder song for formative assessment
- Developing students' perseverance in the process of learning a musical instrument

2. Connection with English Language

Task: writing about spare time activities, e.g. flying a Frisbee, doing a jigsaw puzzle, playing the ukulele

4. Organising a lunchtime concert

- Students introduce the musical instrument that they like/are learning in English.
- They play a song using the musical instrument/ show a video about the instrument.

Task:
Giving an oral presentation about students' favourite musical instrument

3. Reading an information book and a story

Understanding the **history** and **special features** of some musical instruments

Reading Liam's story and **understanding the problem** he encountered

Connecting students' learning experiences in English Language and Physical Education

Knowledge & skills learnt from Physical Education

KS2 Learning Targets

- show understanding in the **basic knowledge about physical activities** and their contribution to health
- follow **rules and regulations**, and demonstrate sense of **fair play**

Sports-related Values and Attitudes

- understand the meaning of sports competition and develop positive values and attitudes

Connection with English Language

- **Development of reading skills & strategies:** reading a **story** about a persistent boy runner
→ **discussion on the attributes of a successful athlete**
- Learning and teaching of **vocabulary** about sports facilities and equipment

Example 3 Promoting RaC

- Creating a **multimodal text** about your favourite sport/a new sport/favourite athlete

**** Involving the PE teachers in assessing students' work**

A learning task that enables **application of the knowledge and skills** acquired across KLAs (English Language & Physical Education)

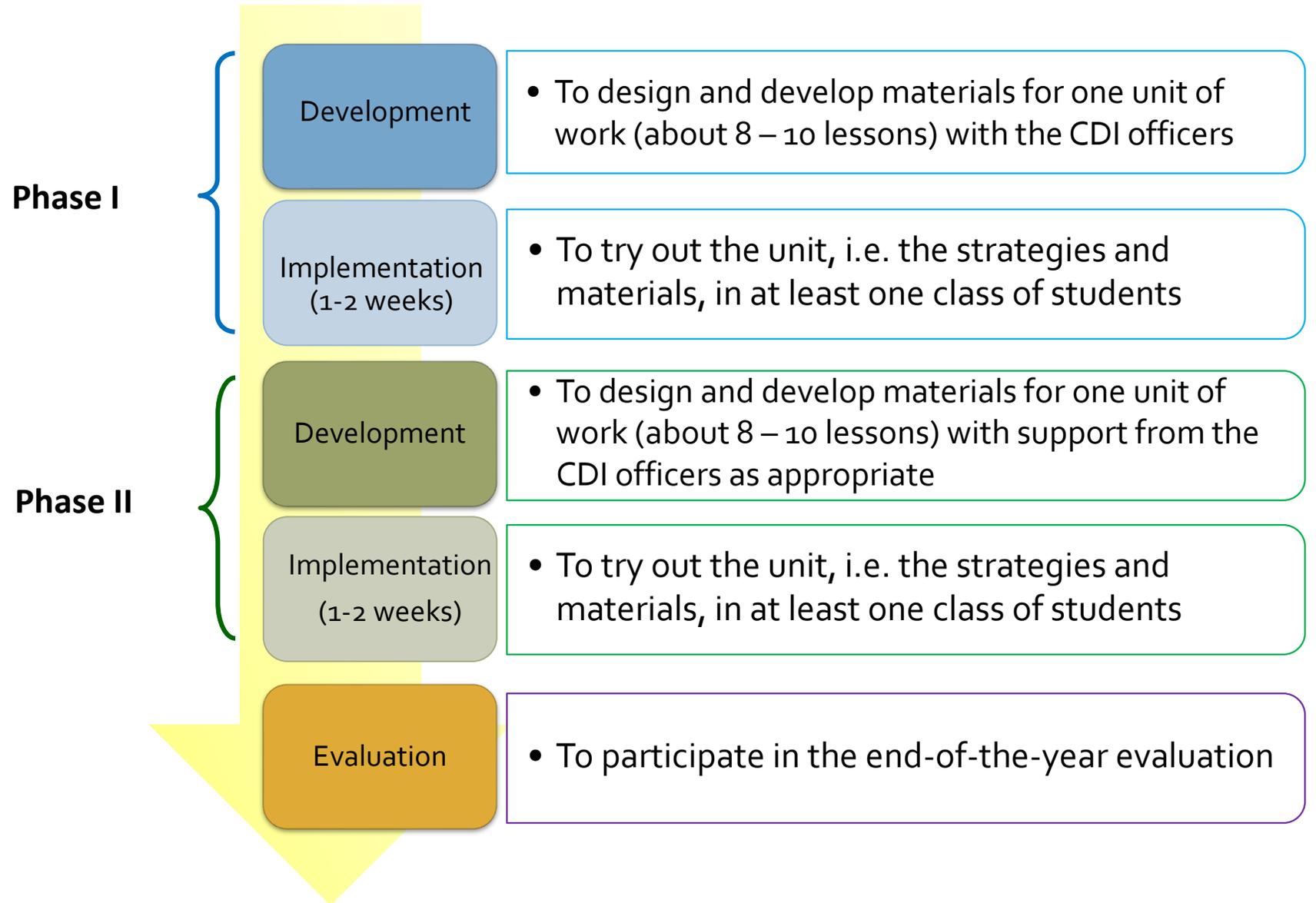
- Reading an information book about football
→ **teaching of reading skills and strategies necessary for processing an information text**
→ **positive values and attitude: team work, sportsmanship**

Project Title:
**Developing Literacy Skills through Promoting
Reading across the Curriculum in the
English Classroom at KS2**

Project Code: EEO619

Duration: September 2019 to August 2020

Planning & Implementation of the “Seed” Project



“Seed” Schools

Seed schools are expected to:

- nominate 1 experienced and committed English teacher to be the **project leader** and identify a core group of teachers to form a **Project Team**;
- identify **one upper primary level** for implementing the programme
- consider how discussion and material development can fit into the level’s current mode of **collaborative lesson preparation**;
- set aside a period of time in the scheme of work to **try out the project materials**; and
- assist in the **collection of evidence** (covering tryout lessons, classroom observations, interviewing students/teachers) on the processes of change and impact on student learning.

Application

Project Proposal

[Education Bureau Circular Memorandum No. 5/2019
Staff Interflow Schemes 2019 (Appendix C in
duplicate)]

Appendix C
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Education Bureau
Staff Interflow Schemes 2019

School Application Form
(To be completed by School Heads)

Please read Education Bureau (EDB) Circular Memorandum (CM) No. 5/2019 before filling in this form. The completed application form should be sent by post to the Human Resource Management Unit of EDB on 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong or by hand to the Education Bureau's drop-in box (Box no. EDB02 – Staff Interflow Schemes 2019) located at the 2/F Entrance, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong. Please specify "Application for Interflow" on the envelope. Application for interflow arrangement to commence in August/September 2019 should reach HRM Unit of EDB or EDB's drop-in-box on or before 5 March 2019.

Participation in Collaborative Research and Development ("Seed") Projects
2019/20 School Year

Part I: My school wishes to take part in the following "Seed" Project(s) in 2019/20:
(Please refer to Appendix A(18) for the information on "Seed" projects.)

No.	Title of "Seed" Project	Project Code	Name of CDI Section	Please list all other projects in which the school is participating (e.g. QEF, SBSS, etc.) for CDI's reference.
1.				
2.				
3.				

Part II: School information

School Name : _____

School Address : _____

Telephone No. : _____ Fax No. : _____

Contact Person: *Mr/Ms _____

Telephone No. : _____ Fax No. : _____

E-Mail Address: _____

Signature of School Head : _____

Name of School Head : _____
(in BLOCK letters)

Date : _____

* Please delete where inapplicable.

EDB/CM No. 5/2019

Appendix C
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ing details for each project separately.

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ect that you are applying for with the relevant Section of CDI, and submit a proposal on A4 sheet(s):

ect with project code

e.g., reasons for conducting the project, commitment of teachers, willingness to share schools, previous experiences in school-based curriculum projects)

e.g., objectives, how the project fits in with the curriculum needs of your school, reser. action plan with schedule, expected deliverables and evaluation methods)

of Teachers: (Please complete this part for "Seed" Projects provided with Seconded Teachers.)

riate box below:

st wish to nominate any teacher for secondment to the CDI to participate in its "Seed"

to nominate the following teacher(s) for secondment to the CDI to participate in its (please also submit the completed Appendix B and its Annexes 2 and 3 for each):

Name of Teacher	Project code (secondment applied for)

scriba.

Send your application to:

**EDB Human Resources Management Unit
4/F, East Wing, Central Government Offices
2 Tim Mei Avenue
Tamar, Hong Kong.
(Application for Staff Interflow Schemes 2019)**

**Deadline for Application:
5 March 2019**



Enquiries

Administrative matters:

Ms Christy NG 2892 5824

Professional matters:

Ms Isabella HUNG 2892 5874