Kowloon Tong School (Secondary Section)

Sharing Session on the "Seed" Project

Developing Critical Readers and Writers (CR&W) through Reading-driven Units of Work at the Junior Secondary Level

Reading Critically, Thinking Critically

4 June 2019

Regional NET Coordinating Team, NET Section, EDB

Rundown

- The CR&W “Seed” project
- School context and why CR&W
- Integrating critical literacy elements into the S3 school-based English Language curriculum
- Impacts – Students, teachers and curriculum
- Challenges and way forward
- Q&A

Developing Critical Readers and Writers through Reading-driven Units of Work at the Junior Secondary Level (CR&W)

Project description

- **Reading instruction** (**Multiple readings** and explicit teaching of reading)
- **Texts**
  - Authentic, at students' instructional level, thematically-linked, multiple texts (varied text types, multimodality, print and non-print)
- **Critical literacy**
  - **Four Resources Model**, language awareness,challenge perceptions and assumptions
- **Design of learning progression**
  - Spiral learning, assessment for learning, towards independence (**Gradual release of responsibility**)

Research questions

HD 1

Key concepts of critical literacy

1. All texts are **constructions**.
2. All texts contain **belief** and **value** messages.
3. Each person **interprets** message differently.
4. Texts serve different **purposes**.
5. Each medium develops its own “language” in order to **position** readers/viewers.

The Literacy and Numeracy Secretariat. (2009). The Capacity Building Series Special Edition #9. Ontario

Key concept of reading

“Reading

is

thinking.”

Gouvis, A & Harvey, S. (2008). Strategies That Work: Teaching Comprehension for Understanding and Engagement. 2nd Edition. Portland: Stendhouse.

3 pillars of CR&W

Four Resources Model

Reference: Luke, A., & Freebody, P. (1999). Further notes on the four resources model. Reading Online.from http://www.readingonline.org/research/lukefreebody.html

HD 1

Questions that a text analyst could ask themselves

- What does the writer want the reader/viewer to think, feel or do?
- What words, techniques or stylistic elements have been used to influence the reader/viewer?
- Is the writer's point of view convincing?
- How do I know if the sources of information presented are accurate, authoritative or reliable?
- What lifestyle, values or points of view are represented/omitted?
- Etc.

HD 2

What are the students expected to learn to become a text analyst?

Critical literacy elements (What to analyse)		Critical literacy strategies (How to form a criticalstance)
Critical analysis ofthe text • **Written elements** • **Visual elements**	• Positioning • Stereotypes • Representation • Voices	❑Problem posing ❑Switching ❑Juxtapositioning
Evaluation of the text (e.g. implied meaning, the author's point of view (implicitly or explicitly stated), issues embedded, underlying message of the texts (e.g. social justice, equality)		

M McLAUGHLIN, G L. DeVOOGD. (2004). Critical Literacy: Enhancing Students' Comprehension of Text. Scholastic.

HD 1

Multiple readings

Reading	Purpose	Coverage of text
1	- **General understanding** of the text	whole
2	- **Deeper understanding** of the text - **Reading competency development** (e.g. vocabulary, grammar, reading strategies, text type) - **Preparation for critical analysis**	targeted parts
3	- **Critical analysis** and **evaluation** of the text	whole or parts

Our focus

Gradual release of responsibility

HD 1

What's more

3.3 Role of the Teacher

A teacher has a very important role to play in developing students' reading skills. He/she can:

facilitate the development of critical literacy skills to enable students not only to understand, appreciate, and evaluate what they read and view at a deeper level, but also to help them become more reflective and independent learners.

The teacher can encourage students to look beyond the literal meaning of the texts and critically analyse and evaluate the texts in respect of the implied meaning, the author's intent and stance on various issues as embedded in the underlying message of the texts, which may range from social justice to racial or gender equality. (p.31)

School context and why CR&W

What the Ss can do

- Ss find the texts in textbook boring and the level of difficulty unchallenging
- Ss can answer most of the comprehension questions correctly

Ss' learning needs

- Ability to understand a text beyond its literal meaning
- Different ways of understanding a topic
- Exposure to authentic texts and multimodalities
- Making connections of their classroom learning to themselves and the real world

Expected outcomes

Students

read deeper

with **critical eyes** and

multiple perspectives

to **e x p l o r e** topics,

u n d e r s t a n d issues

and **c h a l l e n g e** their perceptions

and assumptions of the world.

Integrating critical literacy into the S3 school-based English Language curriculum

CR&W@KTSSS

KTSSS
4 Resources Model
Multiple readings
Gradual Release of Responsibility
Existing schemes of work and teacher practices
(e.g. Textbook, multiple readings, T-developed reading worksheets)

	Textbook passage (written)	Supplementary texts (visual & written; authentic, everyday; print/non-print)	
Unit 1 Comics	A textbook reading passage about popular comics characters in Hong Kong	Two comics strips	
Unit 2 Health	A textbook reading passage about fitness	Various online advertisements about fitness clubs	An image showing people comfortable with their body shape
	A textbook reading passage about voluntary work	Other resources, including photos, videos and articles about voluntary work	
	A textbook reading passage about pop idols	Other resources, including photos of popular idols and news articles about popular idols	

HD 1

Progression of learning

Unit 1
Comics

Unit 2
Health

Unit 4
Voluntary work

Unit 6
Idols

across units

within a unit

Points to consider:

- Complexity of texts
- Abstractness/Familiarity of the critical literacy elements
- Immediacy of topics/issues to students' personal experiences

Sample resources: Unit 1 (Comics)

positioning, evaluation of text, identifying

HD 4

Article

Longman Activate JS3A (Unit 1)

Reading	Purpose
1	- **General understanding** of the text
2	- **Deeper understanding** - **Reading competency development** (e.g. vocabulary, grammar, reading strategies, text type) - **Preparation for critical analysis**
3	- **Critical analysis** and **evaluation** of the text

Our focus

A recent survey asked Hong Kongers which comic characters they liked. The three most popular are no surprise — Old Master Q, McMug and McDull.

As a text analyst, I ask myself…

- Why did the writer write…?
- What did the writer want me to think, feel or do?
- Are the sources accurate, authoritative or reliable?
- etc

3-step Language Positioning Analysis

Step 1
Identify the text that causes a (subconscious) response.

Step 2
Think of how the text might influence the reader?
(What does the writer **want the reader to think/feel/do**?)

Step 3
What is the language used to influence the reader? How was that done?

“Language Positioning Analysis” table

(A) Text	(B) How might the text influence the reader? What does the writer **want the reader to think/ feel/ do?**	(C) What is the **language used** to influence the reader? How was it done?
L1–2 A recent survey asked Hong Kongers which comic characters they liked. The three most popular are no surprise– Old Master Q, McMug	**The writer wants the reader to think that** the 3 local comic characters are really very popular in HK	Cite “recent survey” ● more convincing ● up-to-date and objective result Word choice - “ no surprise”: presented as fact

HD 1

Evaluating the text - Problem-posing Chart

Questions	My thoughts
1. What is the writer's point of view?	
2. What evidence is presented? Facts, statistics, what experts say, the writer's personal experiences?	
3. Are the sources accurate, authoritative or reliable?	
4. What lifestyle or values are represented?	
5. Who will benefit from the text?	

Critical literacy strategy: Problem posing

HD 1

More examples of generic problem-posing questions

- Who created this text and why?
- How has the message of the text been constructed?
- What lifestyle, values and points of view are represented/omitted?
- Who benefits if this "message" is accepted? Who may be disadvantaged?
- What words, techniques or stylistic elements have been used to influence the reader/viewer?

repeated practice → selected texts → all the units → in the S3 curriculum → train the Ss' mind → automaticity

Explanation of **critical literacy positioning** and the importance of being able to **evaluate the text**

Positioning: 3– step analysis table

Below is what you need to know about a text and what a writer does with it.

- A writer writes to give information, entertain or make you believe him/her.
- The writer's message or viewpoint may not be stated clearly in a text.
- A writer leads the reader to think in a certain way (i.e. positions the reader) by using different writing techniques such as emotional language, or leaving out a point of view.

Learning Tips

When a good reader reads, they read critically. They look deeper into the text to find the writer's message, the purpose of writing and the point of view the writer is making. They **analyse** how the writer uses the language to try to position us. They also **evaluate** the information, ideas and point of view presented in the text.

Critical reading does not just help us understand more about a text. It helps us think about our own point of view on the topics we read.

Part A – Analysing the language used

1. Read the text selected from "Serious Fun from Local Characters" (colu
2. Think of how the text might in
3. Identify the language (e
influence the reader. Recor

(A) Text	W the	
L1-2 A recent survey asked Hong Kongers which comic characters they liked. The three most popular are no surprise – Old Master Q, McMug and McDull.	The w to thi	

Accept any justified answers

Part B – Evaluating the text

To help yourself become a critical reader, use a **Critical Reading Chart** like the one below. Always ask yourself the questions in the chart when you read.

Questions	My thoughts
1. What is the writer's point of view?	
2. What evidence is pre nted? e.g. facts, stati	
e r	

Evaluating the text: Problem posing questions

repeated practice → **<u>selected</u> texts** → **<u>all</u> the units** → **in the S3 curriculum** → **train the Ss' mind** → **<u>automaticity</u>**

Explicit teaching of identifying issues

A cartoon contrasting the different reactions to a father and a mother doing the same thing to their children
(Source: https://crafty.diply.com/61864/13-photos-that-sum-up-the-hilarious-differences-between-being-a-)

(A)

(B) Wow, she's not even watching her kids!

(C)

(D) MOM

(E) Wow, what a good dad taking his kids to the park!

(F) DAD

Issue	**The issue embedded in the comic is** gender stereotypes**.**
Explanation	Men are expected to go to work and women are expected to take care ofchildren.
My opinion	I think this is unfair to women as they need to bear more household chores and people may easily blame them for not doing enough.

Assessment for learning

Issue	The issue discussed in the comic is how technology affects the private life of the working population.
Explanation	
Opinions	

Summary of CR&W in Unit 1

Critical literacy elements			Critical literacy strategies	Unit 1 Comics Texts: (A) Serious fun from local comic characters (Article) (B) At the park (Comic)
Critical analysis of text	**Written words** (e.g. word choice, use of particular grammar items, writing techniques)	**Positioning**	**Problem posing**	- Citing survey to convince (A) - Choice of words to present assumptions as facts (A)
		Stereotypes		Gender (B)
				-
				-
Evaluation of text				- Reliability of source (A) - Issue embedded (B)

Sample resources: Unit 2 (Health)

Positioning, representation, voices

Source: Longman Activate JS3A (Unit 2)

Reading	Purpose
1	- **General understanding** of the text
2	- **Deeper understanding** - **Reading competency development** (e.g. vocabulary, grammar, reading strategies, text type) - **Preparation for critical analysis**
3	- **Critical analysis** and **evaluation** of the text

Our focus

Why should **we** exercise?

The textbook reading passage about fitness

you your

When **we** exercise, **our** body produces endorphins – the chemicals in **our** brain that…

your

I can't promise that exercise will help **us** live to 120, but...

you

Source: Longman Activate JS3A (Unit 2)

“Language Positioning Analysis” table

(A) Text	(B) How might the text influence the reader? What does the writer **want the reader to think/feel/ do**?	(C) What is the **language used** to influence the reader? How was it done?
When you exercise, your body produces endorphins... So if I were feeling depressed, or my self-esteem..., I would...	The writer wants me to think that he is a health expert and follow his advice.	Use “I/my/me” (first person singular pronouns) to: - exclude himself from readers - create a distance between himself and the reader - establish authority for himself
I can’t promise you that exercise will help you live up to 120, but it can help to keep your body young.		
You don’t have to... Just 20 minutes will do.		

Why should **we** exercise?

The textbook reading passage about fitness

you your

When **we** exercise, **our** body produces endorphins – the chemicals in **our** brain that…

your

I can't promise that exercise will help **us** live to 120, but…

you

Source: Longman Activate JS3A (Unit 2)

Critical literacy strategy: Switching

Use of pronoun 'you' and 'your' to talk to the reader as anexpert

Assessment for learning

C. Post-reading

Add one more paragraph with a sub heading for the webpage.

It's good for your friendship.

Exercise allows ~~us~~ you to vent off negative emotions and relieve stress. It does not only promote the friendship, you also can make friends through doing exercise.

Explicit teaching of representation

Various images of fitness club ads showing fit men.

What is common in these advertisements?

Health and fitness advertisements

Promoting men being muscular; and having six-packs and big guns

ideal male body shape?

Evaluating the texts - Problem-posing Chart

Questions	My thoughts
1. What is represented in the ads ?	
2. What is the message conveyed?	
3. How might this influence the reader?	
4. Who is not represented in the ads?	
5. Who produces threads?	
6. Who will benefit?	

Assessment for learning

- slim
- very healthy

- doesn’t have strong muscles

- great body shape
- thin

Various images showing fit-looking women performing different types of sports activities

Explicit teaching of voices

Critical literacy strategy:
Juxtapositioning

Assessment for learning

Summary of CR&W in Units 1-2

Critical literacy elements			Critical literacy strategies	Unit 1 Comics	Unit 2 Health
				Texts: (A) Serious fun from local comic characters (Article) (B) At the park (Comic)	Texts: (A) Why should we exercise (Webpage) (B) Gym/Fitness ads (ads) (C) Every body happy (Poster)
Critical analysis of text	**Written words** (e.g. word choice, use of particular grammar items, writing techniques)	**Positioning**	**Problem posing**	- Citing survey to convince (A) - Choice of words to present assumptions as facts (A)	
		Stereotypes		Gender (B)	-
				-	
				-	
Evaluation of text				- Reliability of source (A) - Issue embedded (B)	

Sample resources: Unit 4 (Voluntary work)

voices, stereotypes

A textbook reading passage about voluntary work

voluntary work
in HK

A video clip about voluntary work overseas

voluntary work
overseas

A video clip about voluntary work overseas

voluntary work
overseas

An article about voluntary work overseas

Images showing Westerners' voluntary work experience overseas

Sharing overseas voluntary work experience
→ white savior stereotype

Assessment for learning

EdPuzzle

Google form result

1. How long was the volunteer internship programme? Where did the volunteers go?	2. Name at least 3 advantages of volunteering in the internship programme.	3. How could the volunteers help?	4. How many volunteers will be involved in the programme?	5. How did the Deputy Executive Coordinator describe the programme?	6. Whose voice is heard in the video?	7. Whose voice is unheard?
6 months	My cultural sensitivity was You can make industry contacts You can convert your academic knowledge into industry skills	can have a profound effect on your overall psychological well-being.	4000	Attending one of the Business School's Executive Education courses offers you the chance to learn new skills, network with peers and come up with innovative ideas that can help you to fast track your career or business.	University Students	Helped person
6month，developing countries	working in，study and teachin	help the people to know more	4000	Its a good active to the volunteer and the people need help	volunteer	people need help
Six months	Thinking about social issues Reflect on their own Broaden the horizon	They can use their own skill and knowledge to help other low developer country s' peoples	4000	What you can learn	Volunteer	The low developers country s' peoples
Six months . Developing country	Broadened horizon, Learnt my weakness and Strength of other Enhanced our personal growth	Devoted ourselves to the local community service	over 4000	Contributing to peace and development around the globe	Toile kurbanov ,Nicole man and other volunteers.	The people whose accepting helps
Alfrica	Student teacher volunteer	4000un volunteers	All university student	Growth and reflection	University student	There country people
6months	work, teach, study	teach them	4000	good for student	student	people from the country
6 months,developing countries.	1.Broadened their horizon and enhanced their personal growth 2.Learnt their weaknesses and strengths 3.Give them learning opportunities and	Contribute to sustainable development through knowledge,skills,commit ment inclusiveness enga	4000 UN volunteers.	The volunteers will have the great opportunity and life-long experiences.	The volunteers and the Deputy Executive Coordinator.	The people who live in the developing countries.

Assessment for learning

12th April, 2019 Sunny

Today, I was very looked forward to this day before. unfortunately, I was very upset when this day come!

A few day before, our teacher told us that a volunteer would come today and she would teach us English. I felt very happy as ever a volunteer I would be very excited as she definitely was very kind so she would come to the real Africa.

Today a volunteer came to our class and teach my students. **I felt happy** because she came and help me, **but I don't think she really wanna to help**.

I saw she has given a chocolate to a child that sit under the tree. **I think she is kind at that time. But I dispel this idea after 1 second.** I saw her took out the her phone and take photos.

Although I saw this, **I thought she just wanna have a memory.**

Sample resources: Unit 6

Task:
Select a celebrity and justify whether he/she is a more manufactured / talented idol. Express it using a slider.

Jay Chou 1 May, 2018

Manufactured — Gifted

Jay Chou is the King of Mandopop. He is a singer, songwriter and a record producer. He is best known for his talents in composing songs that combines different elements, such as the fusion of western R & B, Chinese-style music, and classical music as well.

Jay Chou is a very talented person. He actually got the notice of the music industry early on due to this piano ability and song composition, only later on did he really started to sing his stuff. A luxury that composers in the Chinese circle before him rarely had. His music style is a rather clear detraction from previous music style that dominate Taiwan / Hong Kong theme.

However, Jay Chou has sold more than 30 million albums and has reciered numerous awards for his musical work. Also, he has since held six world tours, performing in cities around the world to more than 10 million people.

On balance, I'd say Jay Chou is more talented than manufactured. He is an award-winning singer-songwriter, with musical style that is influenced by rock, hip hop and blues.

Impacts

- Students
- Teachers
- Curriculum

Impact on students

Improved ability to manipulate the use of word to write effectively

Ability to comment on an issue from multiple perspectives

Becoming a critical thinker and writer

C. Post-reading

Add one more paragraph with a sub heading for the web

It's good for your friendship.

Exercise allows ~~us~~ you to vent off negative emotions and relieve stress. It does not noly promote the friendship, you also can make friends through doing exercise.

Self-correction 👍

→ Ss show their awareness on the power of word choice.

Changes in learning attitude

- learn from peers – take notes of classmates' presentation points and peer feedback

- More open-minded to participate in group discussion – no longer stick to model answer

Impacts on teachers

- Raise readiness to explore more authentic teaching materials
- Enhance professional development
- Adjust our expectation on students

Impacts on curriculum

- diversified and enriched to address the Ss' learning needs
- fewer units but more depth in each unit; more quality lesson time for Ss to achieve the learning targets
- informed curriculum planning, better curriculum links

Challenges and way forward

Challenges

- tight schedule – planning vs implementation
- progress
- readiness
  - students
  - teachers

Way forward

	2017 - 2018	2018 - 2019	2019 – 2020
S3	Top class (CL in 3 units)	Top class + second best class (CL in 4 units)	Top class + second best class (CL in 4 units)
S2			Top class (CL in 3-4 units)
S1		Top class (1 CL unit)	Top class + second best class (1 CL unit)

Q and A

RNCT's School-based Support Services

Regional NET Coordinating Team

Supporting English Language Learning and Teaching

The Regional NET Coordinating Team (RNCT) at the Native-speaking English Teacher (NET) Section supports the implementation of the updated CDC English Language Education KLA Curriculum Guide (Primary 1 - Secondary 6) (2017) and the Enhanced NET Scheme in Secondary Schools in a variety of ways.

The team:

- conducts professional development workshops for teachers;
- organises competitions for students;
- supports schools with collaborative research and development projects;
- holds regional cluster meetings to disseminate good teaching practices; and
- develops learning and teaching resources.

This pamphlet sets out options for schools interested in having the RNCT collaborate with them to support English language learning and teaching and school-based curriculum development.

Meet the Team

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Thank you for coming!