

An attempt to promote reading culture through using newspapers

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In collaboration with

**School-based Curriculum Development (Primary) Section
Education Bureau**

Learning in Action Seminar

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Aims

- “Adapting the newspaper to classroom instruction is a natural way to introduce students to cultural and linguistic concepts.” (ERIC Digest)
- Instill the love of reading in students through reading newspapers

Promote reading culture using newspapers

Reading is vital and reading skills should
be taught by teachers.

Difficulties at school

- 1.Lack interests in reading English books
- 2.Lack the initiatives and habits of borrowing or reading English books
- 3.Read only the compulsory readers in the book list
- 4.Difficulty in accessing a wide variety of interesting reading materials

Difficulties found at home

1. Lack exposure to English in daily life.
2. Students are not confident.
3. Lack parents' support.

Ways to overcome

1. Teach readers intensively

2. Online reading materials

3. Reading weeks

Why PYLF focuses on reading first?

School Belief

- **Reading** is as important as other language skills such as listening, speaking and writing.
- Successful reading experience **facilitates language learning**.
- Students' reading skill development needs vertical curriculum plan

External Exam Requirements

P6 AT(2012)

- Reading
- Three passages
- about 30-40%

P.3 TSA >Reading

English Language Curriculum Guide

P.148

Learning to read is **not an automatic process**. Children need to be taught to read through a variety of strategies and techniques.

Reading skills are best developed in the context of reading real books and authentic materials.

PYLF situation

1. **Lack vocabulary** to decode the meaning of the passage
2. **Lack exposure of reading a variety of text types** in order to recognize the format and language features of, e.g. journals, letters, reports , speech, etc.
3. **Lack reading skills** to understand the connection between ideas.
4. **Weak in inference skills and self-learning habits.**

School-based Vertical Curriculum (Reading) KS2

Reading skills (Read the past TSA papers . You can find these skills in TSA 2010, 2009, 2008 papers)

Understand the connection between ideas by identifying cohesive devices (e.g. also, at last, because, first however, if, therefore) and syntactic clues (e.g. relatives clauses, pronoun reference, connectives)

Predict the likely development of a topic by recognizing key words, using personal experiences, and making use of context and knowledge of the world

Scan a text to locate specific information by using strategies such as looking at headings and repeated phrases

Skim a text to obtain a general impression and the gist or main ideas

Examples of 2011 TSA reading

- 6ERW2 p.12 Question 5:
- Which of the following is an example of 'rescue' (line 12)? P.11
- The contextual clue is not sufficient for students to guess the meaning of the word
- i.e. students need to have **syntactic clues to decode the meaning**

The text *The Children's Encyclopedia*
6ERW4-2 Part 1A

- is unfamiliar to students as it contains a number of difficult vocabulary e.g. 'revised' and 'cross-references'.

Teachers' reflection

enhance students' proficiency?

extended reading programme?

support?

read with fun?

Students apply reading skills

where are the resources?

resources?

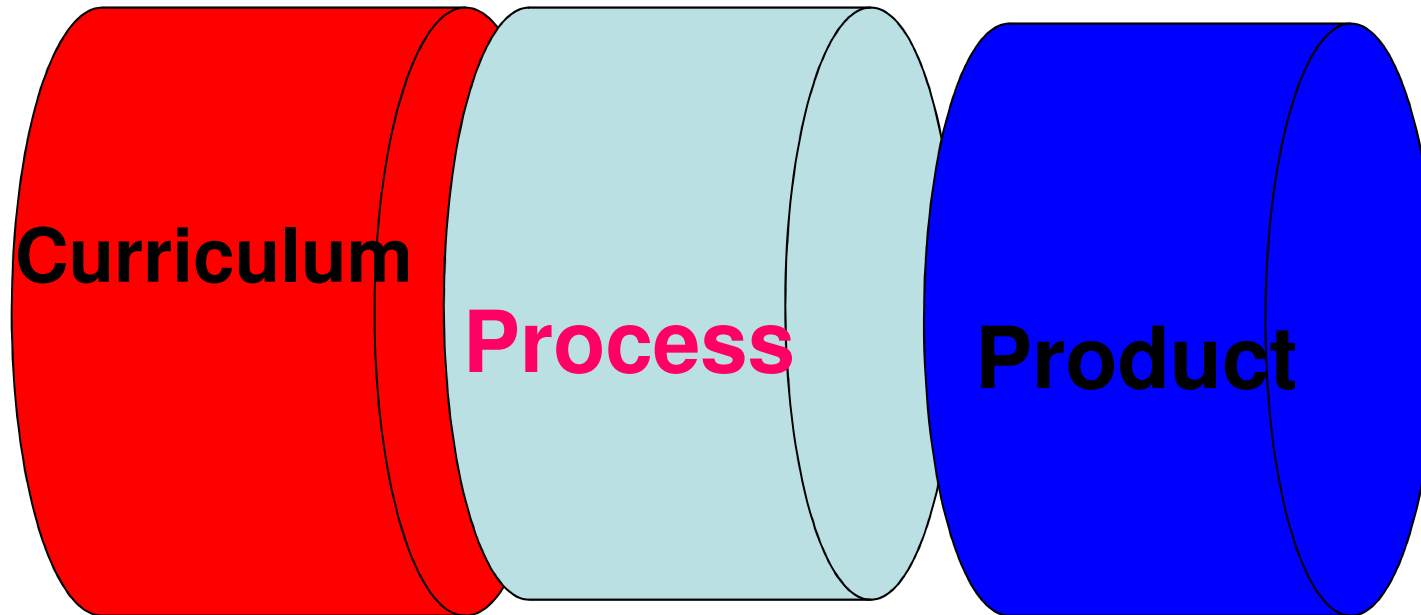
In-depth reflection

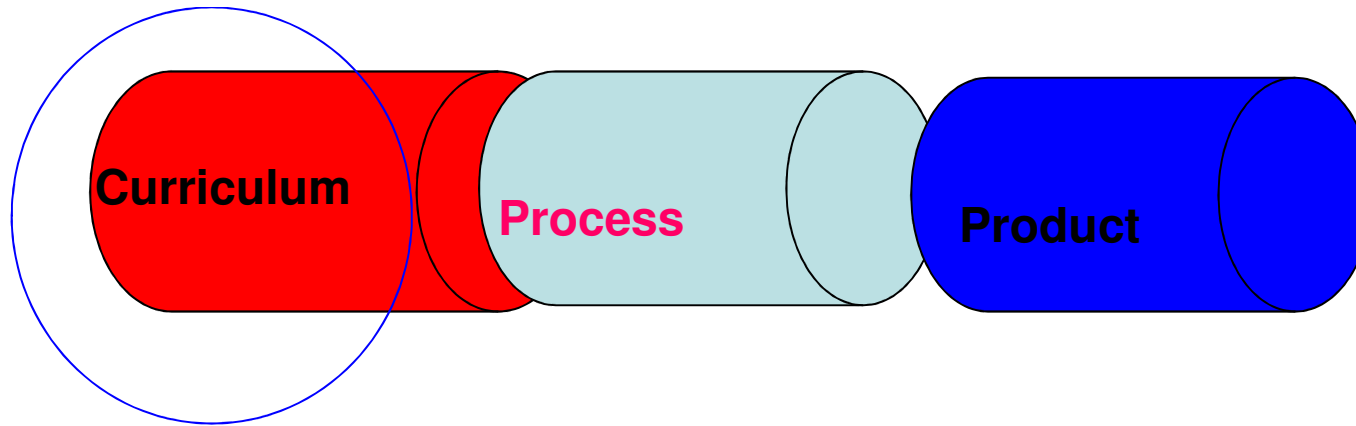
teachers' role

nurture students' reading habits

minimize teachers' workload

Extended reading program





Curriculum

- more vocabulary and sentence patterns
- expose to a wide variety of text types
- communicate in English in daily life

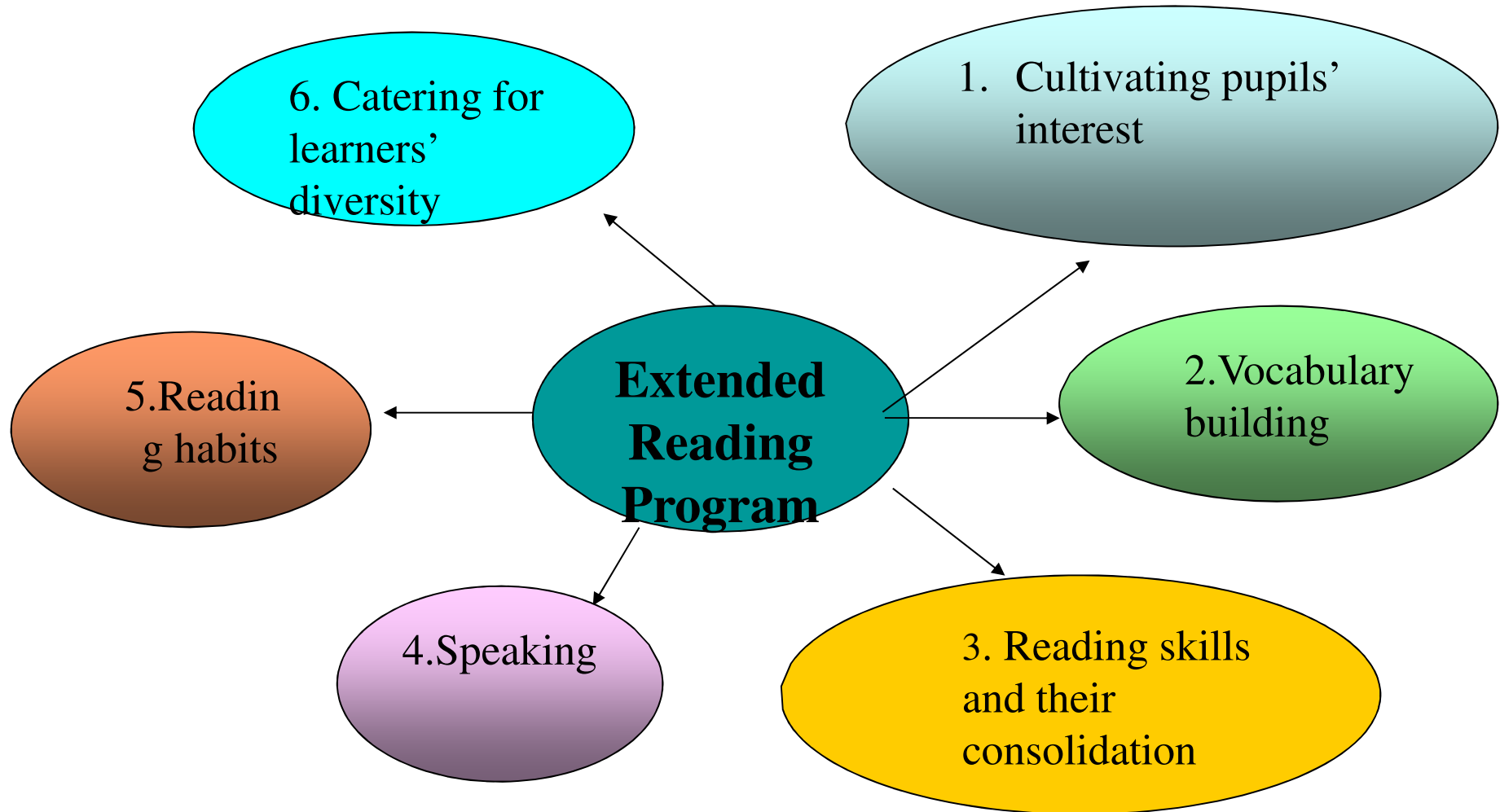
Why do we use newspapers?

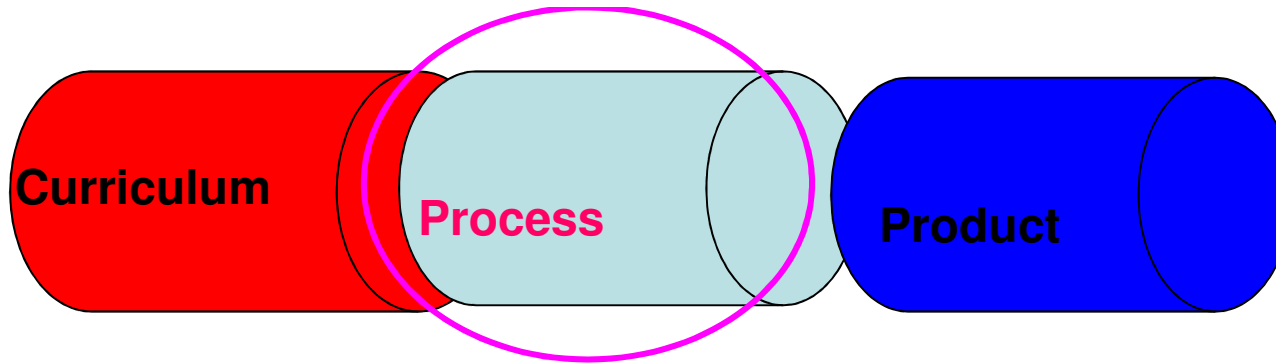
- Readers : too expensive
- Copy from other materials: illegal
- Worksheets: may not be well designed,
need time to prepare
- Reading supplementary sheets : not
attractive

The program should.....

- Create opportunities for students to use English in daily life
- Related to real experiences
- Pupils can keep the reading materials
- Sustainable and long lasting

Integrating newspaper articles into the extended reading program





Process

Promote reading culture through newspapers

- School policy: English morning reading session is set on Friday morning from 8:00-8:25a.m. All KS2 students read English newspapers.
- Subscribe the newspaper. Do some administration work. e.g fill in forms, correspondence, collect money, etc.

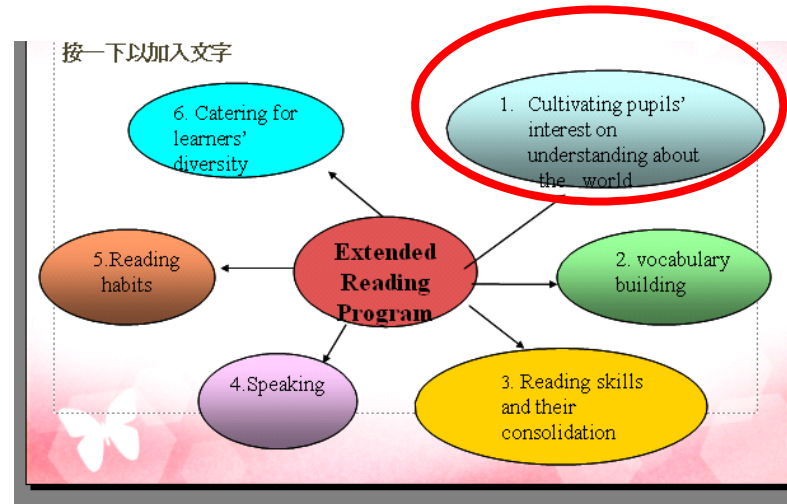
-Hold a workshop to introduce the features of the newspaper

-Make a **roster list for teachers**

-Panels select the **reading skills to be addressed.**

- Teachers focus on one reading skill each time
- **Teachers train students to do presentation by the end of every Friday morning reading session.**

1. Interest



Special features of the newspaper

<http://www.eslite.com.hk>

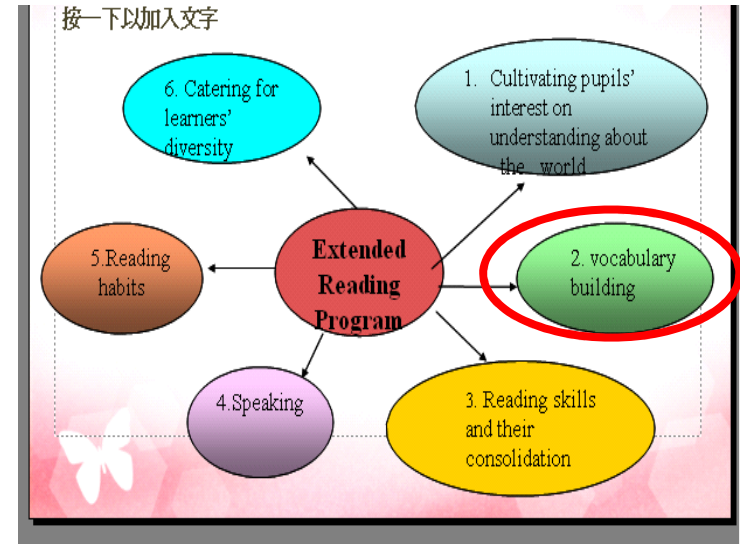
- A) stories with main theme
- B) local and world news
- C) online reading and listening materials
- D) great wall posters with thematic vocabulary
- E) comics illustrated and some readers' letters

The authentic inputs of latest news make newspaper more appealing than textbooks .

Selection criteria

- Related to students' experiences
- Related to the module taught in textbooks
- Boost students' confidence and competence in reading

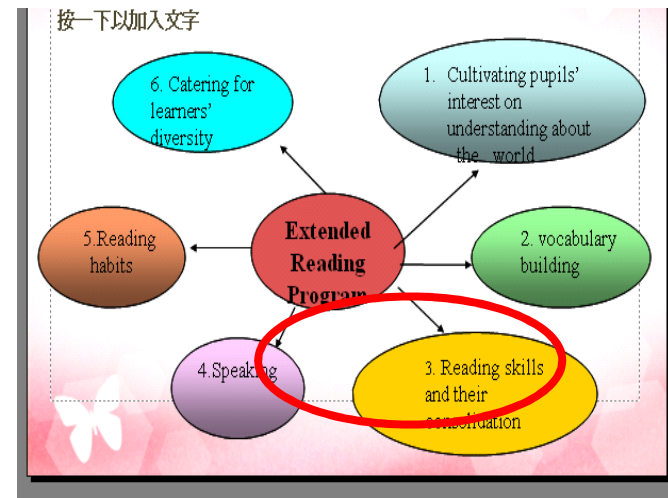
2. Vocabulary building



- A useful resource for a thematic approach to build up pupils' vocabulary bank.
- Learn a lot of vocabulary under the theme “laundry” including “detergent”, “dryer”, “laundry basket”, “stain remover”, “bleach”, “hanger” and “washing machine”

- Words or phrases are illustrated with cartoons and colourful pictures.

3. Reading skills



- Teach reading skills explicitly
- Assignments: Pupils read a variety of text types from the newspapers
- Integrate the selected materials into reading workshops throughout KS2 .
- Reading workshops: Design interesting reading activities and ask challenging questions

Teaching strategies

Different powerpoints & task in the school's web.

How do students understand the connection between ideas by identifying cohesive devices?

Prediction skills

Predict the likely development of a topic by recognizing key words, using personal experiences, and making use of context and knowledge of the world

Scan a text to locate specific information by using strategies such as looking at headings and repeated phrases

How many subheadings are there?

Six.

Read aloud the subheadings.

They are:

‘Flying mammals, bug eaters, life-saving spit, useful droppings, land and high flight, strong bat mothers.

Skim a text to obtain a general impression and the gist or main ideas

- Underline the most important sentence in each paragraph .

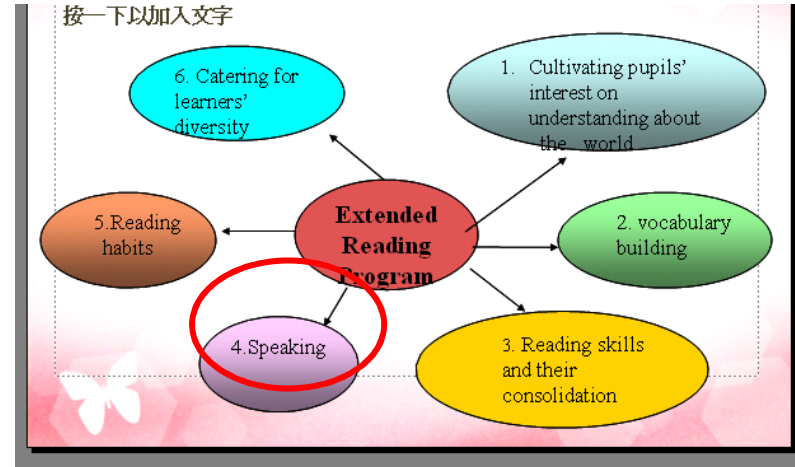
2nd paragraph



According to Chinese tradition, the Chung Yeung Festival is a day for people to **respect** and remember their ancestors by visiting their ancestors' **graves**. People clean the graves, show their respects to ancestors, and share food that they bring. The Chung Yeung Festival is similar to the Ching Ming Festival in the spring.

Source : Extracted from Eslite, 2011

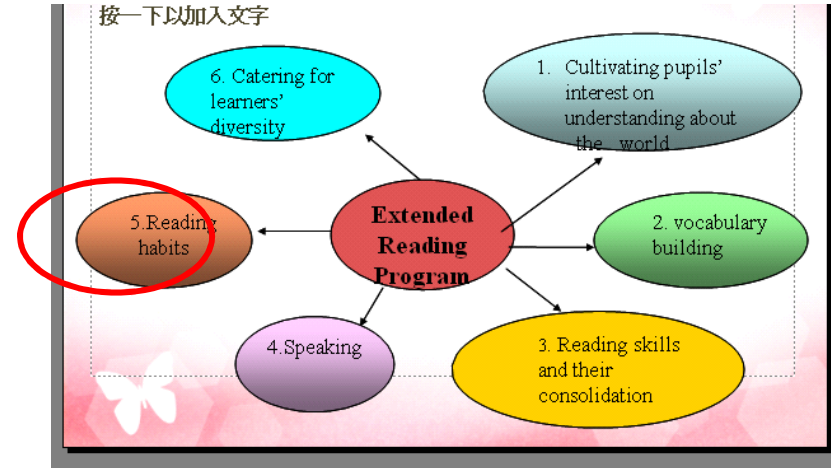
4. Speaking



- Group sharing → Interaction
- Speaking framework
- Regular presentation time

Reading → Speaking

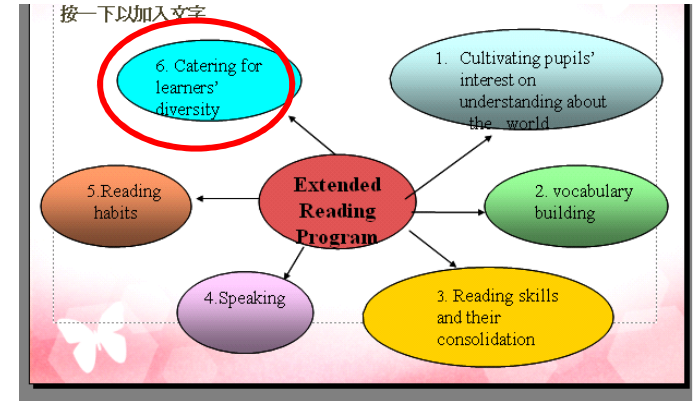
5. Reading Habits



- Teachers are facilitators
- Modeling
- Regular reading time in the morning/ Reading lessons
- Encouragement from teachers → Share the most attractive and interesting parts
- Starting from responsibility

6. Catering for Learners' Diversity

- Arouse students' interest
- Choices for reading
- Online newspaper reading (visual, audio, etc.)
- Various text types (news, letters, comics, etc)
- Group activities (Sharing)
- Critical thinking questions are asked and discussed.



Evidence of learning

- A questionnaire has been done in December, 2010 and 2011 as comparison

Findings

- Reading skills can be taught explicitly
- Arouse students' intrinsic motivation (related to daily experiences.)
- Learn how to learn through reading
- Save time to prepare extended reading materials
- Enhance teachers' professional development

On-going work / future planning

- Classify the materials / powerpoints and match the modules
- Use as pre-reading or extended reading in each module
- Store the materials in the school server to lessen the workload of teachers

School based Intra-net materials

- **Teachers select one** short newspaper article every week (examples)
- Reading aloud together using authentic materials.
- Designing challenging multiple choice questions and various interesting tasks.
- Discuss the reading materials.

Conclusion

- engagement in the real context of learning,
- language acquisition takes place!
- self- reading habits can be nurtured
- reading skills are enhanced through regular practice.

Thank you!!

**School-based Curriculum Development (Primary) Section
EDB**

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You are welcome to share with us!