



## Focus Group Interviews

### Have My Choice for My Learning

“All students in the focus group agreed that the RAC programme did help them to both read more and read better. They particularly liked the control they had in selecting what to read and at which level to read. This allowed them to challenge themselves with higher level(s) initially to then pitch at a level that was right for themselves”



## Comments from students

(Group Interview: 11 May, 2011)

“We can select those passages that are interesting, from simple to more difficult ones.” *Tsang Tsz Ho (3A)*

“The articles are highly relevant to everyday life. It is attractive.” *Lam Lok Kan (3E)*

“The same article is written at different levels, which encourages students’ learning.” *Ku Ki Hoi (6C)*



### The RAC Programme is Useful

“All teachers interviewed agreed that the RAC programme had been beneficial for students’ reading and English improvement.”



## Comments from teachers

(Individual Interviews: 26 May, 2011)

“We can listen and watch the videos. The lessons include different types of multimedia elements, which is very attractive to students.” *Miss WH Lee (English)*

“It provides a platform for students to select articles conveniently. Teachers have their rights to choose suitable materials for our service provider to adapt to their content.” *Miss WL Lee (Geography)*

“Students are free to select materials that are suitable for them.” *Mr YC Leung (Maths)*

“It is such a new idea that provides an additional channel to expose our students to extra-curricular reading materials.” *Miss KL Kam (Home Economics)*

“It can suit students with different reading abilities and is able to cater to learner diversity.” *Miss KP Tang (Science)*



## Develop Independent Learning through Reading and Learning Across Curriculum (funded by Quality Education Fund)

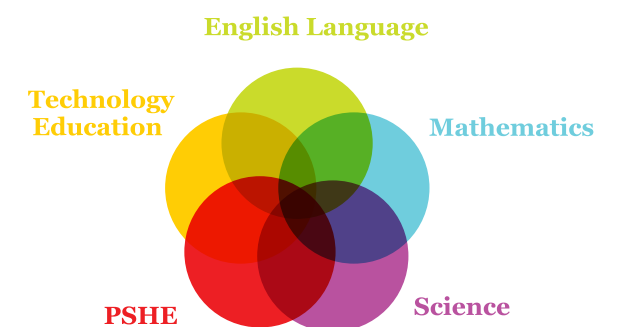


## Project Objectives

- Promote self-learning habits and read-to-learn culture
- Measure the level of difficulty of the reading materials with Lexile indexing
- Give students enough exposure to understand, comprehend and acquire knowledge from different KLAs
- Provide and individualise a reading path for students according to their language ability
- Provide pre- and post- assessment to follow up on learning progress

## Benefits of RAC

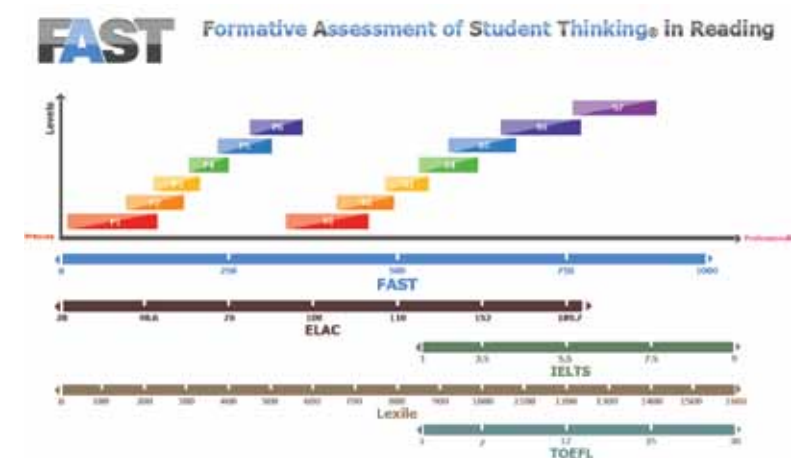
- Improve students’ reading ability and interest
  - Boost self-confidence in reading
  - Improve language and communication skills, such as vocabulary, spelling, grammar, writing skills, scanning, extensive reading and intensive reading skills by establishing a habit of reading
- Help students meet the challenges of a reading to learn culture
  - Nurture students to be active citizens in today’s information society so that they are competent in finding, understanding, sorting and evaluating large amounts of information
- Address individualised learning needs by providing level-appropriate packages
  - Promote students’ learning interest
  - Enhance students’ learning outcomes and effectiveness
  - Enrich assessment for learning at school



**RAC Courseware:** Reading and Language Across Curriculum Participated KLAs

## What is ELAC?

- The **E**nglish **L**anguage **A**bility **C**alibrated (ELAC) scale is a vertical ability scale for the English language developed for learners of English in the Hong Kong education system. This widely endorsed scale covers the full spectrum of primary and secondary education in Hong Kong and is aligned with international English language ability scales such as Lexile, TOEFL and IELTS.



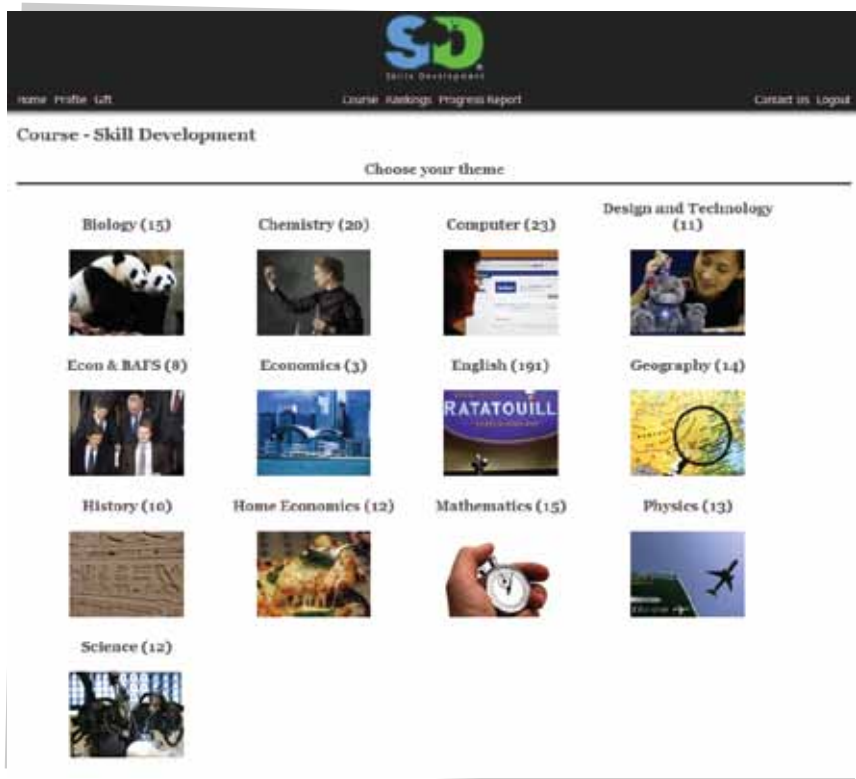
The FAST (TM) English Reading Index is approved by Dr Anthony Lee, Co-Director, Assessment Research Centre, HKED. The scale is correlated to Lexile™, IELTS, TOEFL and cross-referenced by Dr Jackson Sinnott, Chairman and CEO, MetaMetrics (Lexile™).



## Project Features

Promote self-learning habit with interactive learning platform and RAC courseware

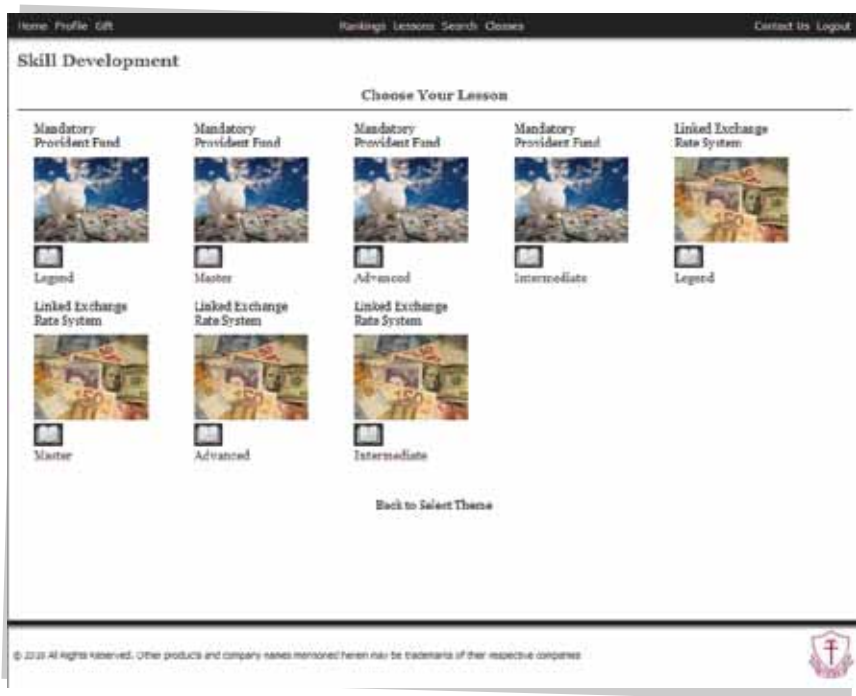
**1.** Offer interesting English reading materials on diverse subjects that align with ELAC Scale



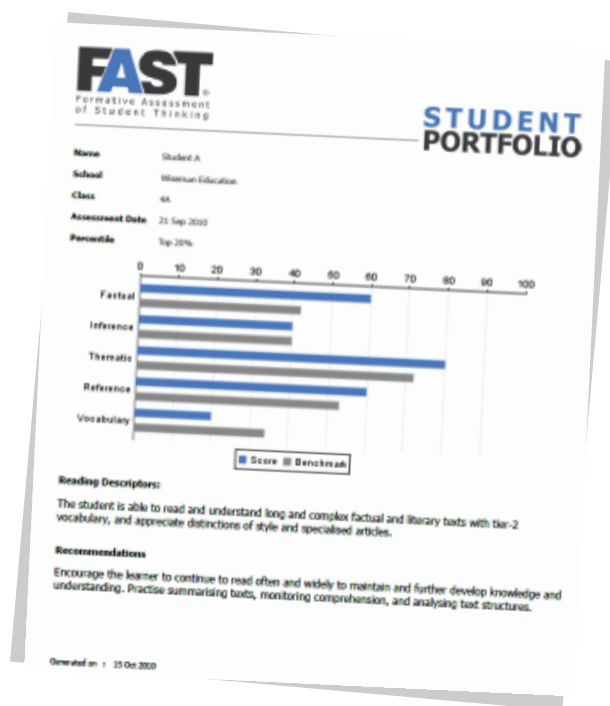
**2.** Include both text-based and multimedia reading materials to cater to the needs of visual and auditory learners



**3.** Allow learners to learn according to their own language ability. Each lesson is designed with four sub-levels to address learning diversity



**4.** Provide student portfolio after completing pre- and post- assessment to indicate the strengths and areas for improvement of each student

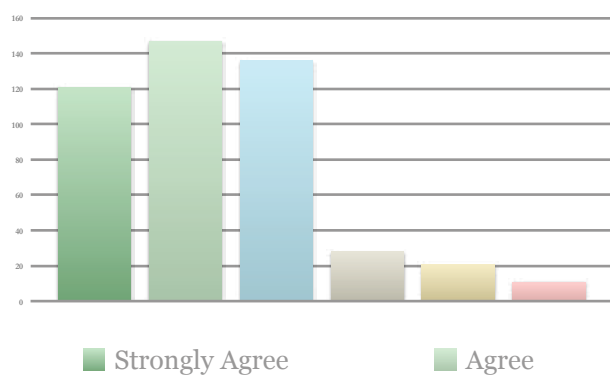


## Research Findings

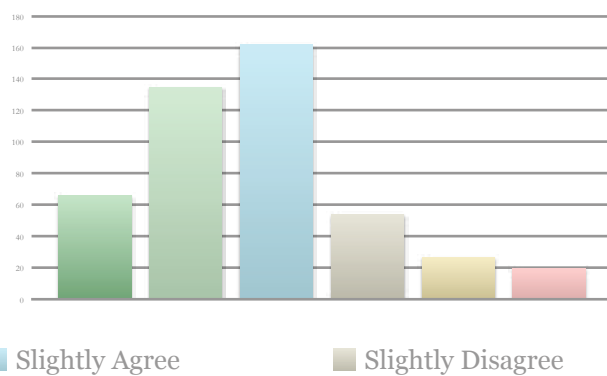
An independent research has been conducted by Dr. Anthony Lee Yick Pang, Consultant for the Jockey Club Sign Bilingualism Co-Enrolment in Deaf Education Programme, CUHK from May to June 2011 to measure the effectiveness of this project. It indicates that more than 70% of students agree that the RAC contributed to their cross-curriculum knowledge.

### SKH Bishop Mok Sau Tseng Secondary School

I am willing to learn cross-curriculum knowledge through reading extra-curriculum readers.



RAC articles help me know more subject vocabulary.



I am able to select a suitable entry point to read the articles by myself.

