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CIVIC EDUCATION AND CRITICAL LITERACY IN ENGLISH
SECOND LANGUAGE TEACHING—THE STUDY OF
HONG KONG EXTENSIVE READING SCHEME

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Abstract

Moral and civic education is a key aim of the Hong Kong English language education curriculum. To incorporate moral and civic education, a set of values and attitudes is proposed. Curriculum is not neutral. *Curriculum as actuality* is a representation of selected ideas, skills, values, norms and practices within society (Smith & Lovat, 2003). The Hong Kong Extensive Reading Scheme is a reading program in the Hong Kong English education curriculum. Students participating in the extensive reading scheme are recommended to read large quantities of books that are of their interests and within their linguistic competence.

My research examines the extensive reading materials and it demonstrates how the texts may contain hidden values and attitudes. This paper is drawn from research in progress and it studies the extensive reading materials suggested by the Hong Kong curriculum from a critical discourse perspective. It aims to draw implications for raising teachers' awareness of the cultural and political values constructed in the reading materials. In addition, this paper studies the Hong Kong English language education curriculum. It proposes the need for having pedagogy that supports the critical approach of English teaching in the curriculum.

Nature of Curriculum

Curriculum is a social representation of reality. It is a form of social practice because it represents what is happening in our society. According to Smith & Lovat (2003, p.12), “[a] **selection** of the ideas, skills, norms and practices available within a society” is represented in the curriculum. These selected ideas, skills, norms and practices construct social reality for learners. Curriculum is not neutral. It involves education judgement which is shaped by power. “What is taught, and how it is taught is often determined by people in governments who would like to see students learn a particular form of literacy” (Pahl & Rowsell, 2005, p.115). Smith and Lovat (2003) have made a similar comment by saying that “any discussion, writing or analysis of any aspect of curriculum is inescapably **political**” (p.16). The Hong Kong Curriculum is an example of a set of decisions made for inherently ideal/ political purpose based on its cultural heritage.

Historical and Political Situation of Hong Kong

Hong Kong has been a British colony for 99 years. It has a strong connection with Mainland China. Hong Kong people share a similar culture with Mainland Chinese because Hong Kong is on the boarder of China, and most of the early immigrants in Hong Kong were from Mainland China. After 1997, Hong Kong was returned to Chinese sovereignty. For the unification of China, Hong Kong is under “one country and two systems” which means Hong Kong is part of China but it has high degree of autonomy with Hong Kong people governing Hong Kong. However, it seems that Hong Kong has stronger influence from China after 1997. This can be reflected in the shift of political emphases in the Hong Kong Curriculum.

Civic Education in Hong Kong Curriculum

The teaching of civic education was sharpened in the Hong Kong Curriculum after the signing of Sino-British Joint Declaration (an agreement between the Government of the United Kingdom of Great Britain and Northern Ireland and the Government of the People's Republic of China on the future of Hong Kong) on 19 December 1984 (HK Government, 1996).

“In social studies prior to 1989, pupils were taught about Hong Kong's governmental institutions and about rights and responsibilities of citizens. Very little mention was made of China” (Lee, 2004, p.61). In 1994, a Chinese government official newspaper, *Ta Kung Pao* (13 September 1994) cited by Lee (2004, p.63) said,

- Following the resumption of Chinese sovereignty, civic education should be geared toward building nationalism and patriotism;
- Education in the transitional period should strengthen learning in Geography and Chinese history as well as Basic Law;
- The Education Department should facilitate the development of civic education as a formal subject in primary and secondary schools.

Moral and civic education has progressed significantly in the Hong Kong curriculum since 1997. The Chairman of the Curriculum Development Council said that Hong Kong curriculum should “cultivate students' positive values and attitudes and achieve the educational aims of promoting whole-person development and lifelong learning” (Cheng, 2001, para.1).

Four key learning and teaching tasks have been recommended in the current Hong Kong English Language Curriculum. They are “moral and civic Education, project Learning, reading to learn and information technology for interactive learning” (The Curriculum Development Council, 2002, p.90). To incorporate moral and civic education, a set of values and attitudes is proposed in the curriculum (see Appendix 1). The *Hong Kong English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 3)* proposed 5 priority values for personal and social development of learners including “national identity, commitment, responsibilities, respect for others and perseverance” (The Curriculum Development Council, 2002, p.90).

A second draft of the new senior secondary curriculum and assessment framework for consultation is under public consultation now. In the proposal, liberal studies which aim to develop students' thinking skills and students' positive values and attitudes towards life will be a core subject in the New Senior Secondary School Curriculum (Education and Manpower Bureau, 2005b).

As mentioned, curriculum is not neutral. The values and attitudes contained in the Hong Kong curriculum involve educational judgement. Smith and Lovat (2003, p.13) named the inclusion of “‘right’ or good behaviour” as “questions of axiology”. It is my view that “questions of axiology” based on Chinese cultural values represent the background and ideologies of the curriculum planners.

Extensive Reading

“Extensive reading is the reading, without overt instruction, of large amounts of material for pleasure and information” (Jacobs, Davis, & Renandya, 1997, ii). Previous research on extensive reading focused on reading comprehension and reading motivation. For example, some research identified the positive results of extensive reading schemes as methods of

cultivating general language proficiency and reading habits (Camiciottoli, 2001; Jacobs & Gallo, 2002). Other research outlined the principles for teaching extensive reading (Day, 2002; Prowse, 2002). However, not much research relates extensive reading to critical literacy. My research studies the Hong Kong English Extensive Reading Scheme from a critical position.

The Hong Kong English Extensive Reading Scheme

The Hong Kong English Extensive Reading Scheme was introduced in 1991 as part of the English education curriculum for students in Hong Kong secondary schools. With the objectives of developing effective reading skills, promoting ‘reading to learn’ culture and inculcating an attitude of independent and lifelong learning amongst Hong Kong students; students participating in the Hong Kong English Extensive Reading Scheme are recommended to read large quantities of books that match their interests and within their linguistic competence (The Curriculum Development Council, 2002).

Before 1997, the reading materials and supporting materials used in the Hong Kong English Extensive Reading Scheme were supported by the Edinburgh Project on Extensive Reading (EPER) of the University of Edinburgh. These reading materials were all written in English by Westerners from various cultural contexts. Since Hong Kong returned to China in 1997, a small amount of reading materials from Chinese contexts has been added to the Hong Kong English Extensive Reading Scheme. Most of the current set reading materials are still written in English by Westerners from various cultural contexts in different genres (love stories, novels, poetry, scientific fiction, non-fiction, etc.) and supplied by different publishers (Education and Manpower Bureau, 2005a). The reading materials are graded into different levels to suit the abilities of the students.

To facilitate the teaching of Hong Kong English Extensive Reading scheme, a wide range of activities is employed including quizzes, story-telling competitions, writing competitions, book exhibitions, writing book reports and oral presentations (The Curriculum Development Council, 2002). General reading skills are taught in the extensive reading lessons, such as:

- Previewing—study the title and the cover and examine the list of contents or chapter headings;
- Predicting—predict the plots of the book by looking at linguistic clues, for example, connectors, sequencers, punctuation and grammar;
- Guessing unknown words—look at the visual support, suffix or prefix and then guess the meaning of the unknown words;
- Disregarding—disregard unfamiliar words, phrases and expressions that do not affect the global understanding of the book;
- Interacting and making interpretations—discuss the issue by role play or drama.

(The Curriculum Development Council, 1995, pp.19-21)

It is evident that the suggested reading skills in the Hong Kong Extensive Reading Scheme English Teacher’s Manual focus on reading speed and reading quantity. However, simply providing a large amount of reading materials and teaching some general reading skills to students is not adequate. This study attempts to demonstrate the need for teachers’ awareness and understanding of this limited approach.

Reading is a way of establishing patterns of thinking (Freebody & Luke, 1990; Norton & Stein, 1995); I maintain that it is important for students to learn how to interpret the texts

critically and I propose that Hong Kong students must learn some practical critical reading skills which enable them to think critically while they are reading. The teaching of critical reading skills will effectively inculcate an attitude of independent and lifelong learning amongst Hong Kong students. Extensive reading thus not only would help students improve their English by exploring to a large amount of English texts, establish their reading habits by having a reading culture at school, understand more about other cultures by reading texts from various cultural contexts; but would also help students become autonomous learners by teaching critical reading skills to them. Once students learn the critical reading skills and understand the importance of critical literacy, they will find reading more meaningful, challenging and exciting. They can apply the critical reading skills that they learn in the extensive reading scheme and in other readings.

Critical Literacy

Critical thinking skill is one of the skills that learners have to acquire in order to achieve learner autonomy. Having critical thinking is a foundation of critical literacy because a person can do critical thinking without critical literacy but cannot do critical literacy without critical thinking. That explains why Knobel and Healy (1998, p.8) said, "Critical literacy and critical thinking are not necessarily synonymous activities."

Critical literacy is a sociocultural approach to the teaching of literacy. It concerns the study of literacy as social practice (Bull & Anstey, 1996). My research examines literacy from a sociocultural perspective because it studies how texts are structured and used to construct reality.

In my study, critical literacy will be examined at text level, that acknowledges

an awareness of the fact that all texts are crafted objects, written by persons with particular dispositions or orientations to the information, regardless of how factual or neutral the products may attempt to be (Freebody & Luke, 1990, p.13).

Critical literacy is extremely essential in the teaching of reading because it enables "students to understand how a text is working to position readers and who benefits from such positioning" (Wilkinson & Janks, 1998, p.181).

In addition, it can help students:

- to learn the necessary subjects of the school curriculum,
- to engage critically with how knowledge is applied and interpreted in the community
- to produce and critique the texts relevant to participation in both the school curriculum and the wider community

(Macken & Rothery, 1991, p.3)

- to establish equal status in the reader-author relationship
- to understand the motivation the author had for writing the text (the function) and how the author uses the text to make us understand in a particular way (the form)
- to understand that the author's perspective is not the only perspective
- to become active users of the information in texts to develop independent perspectives, as opposed to being passive reproducers of the ideas in texts

(McLaughlin & DeVogd, 2004, p.7)

The Hong Kong English Extensive Reading Scheme as part of the Hong Kong curriculum involves a selection of texts. These texts may contain some implicit cultural and political values. As Luke argued (1991, p.88):

Textbooks are interest-bound selections and constructions of genre and discourses, knowledges and meaning; and that such selections and constructions are tied up with the reproduction of power, knowledge and identity across generation.

The textbooks that Luke (1991) referred to are geography and science textbooks and the textbooks in my research is the extensive reading materials suggested by the Education and Manpower Bureau (2005a) in the Hong Kong Curriculum. McCormick (1994, p.49) argued, "If students are to learn to read the world critically, they must be given access to discourses that can allow them to analyze that world, discourses that can enable them to explore the ways in which their own reading acts, as well as [how] the texts of their culture are embedded in complex social and historical relations." However, it is my view that critical thinking techniques should also be taught to students so that they would have the tools to inculcate autonomous lifelong learning.

If students are not taught the methods of critical literacy, they may fall into a trap of lifelong positioning rather than lifelong learning because once certain values position students in the texts; they will possibly reinforce these values by selecting similar kinds of reading. Teachers should give some overt instructions to students in the teaching of extensive reading such as guiding students to think about ideologies and value positions of the writers and curriculum planners, providing alternative versions/editions of texts to students so that students can listen to different voices. Our world is full of information; it is very dangerous if students accept all the things that they read from the texts without questioning their validity or reliability.

In 21st century, our society needs not only language education, but also lifewide education (education not centralized on one subject but multi-subjects). Moral and civic education is one of the key teaching and learning tasks in the current Hong Kong English Language Curriculum and the proposed Liberal Studies curriculum. To support the teaching of moral and civic education values, the *Hong Kong English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 3)* suggested teachers and schools to organize some theme-based English learning activities (The Curriculum Development Council, 2002, p.91). Apart from having theme-based English learning activities, it would be similarly helpful if teachers can also guide students locate or discuss the moral and civil values in the Hong Kong English Extensive Reading Scheme materials. My research demonstrates a way of locating the moral and civil values in the extensive reading materials through critical discourse analysis.

Critical Discourse Analysis

Critical discourse analysis investigates meaning, context and the ways that ideology functions behind the texts. It is a critical theory of language which "sees the use of language as a form of social practice" (Janks, 1997, p.329). It draws attention to "power imbalances" and injustices in texts, such as the relationship between language, power and ideology (Huckin, 1997, p.79). It studies the relationship between different discourses and how social and cultural contexts influence the formation of texts (Fairclough, 1995).

Previous research on critical discourse analysis mainly includes the following eight characteristics:

1. Critical discourse analysis proclaims social problems
2. Power relations are discursive
3. Discourse comprises society and culture
4. Ideology is essential in critical discourse analysis
5. Discourse should include intertextuality
6. Social cognitive approach is badly needed in critical discourse analysis
7. Discourse analysis is interpretative and explanatory
8. Critical discourse analysis aims to pursuit democratic goals
(Fairclough, 1989; Gee, 1999; Hood, 1998; Huckin, 1997; Kress, 1991; Lemke, 1995; Pennycook, 1998; van Dijk, 1993)

Most of the study objects in previous critical discourse analysis research were done on mass media (Fairclough, 1989; van Dijk, 1993), not much research has been done in applying critical discourse analysis to the study of fiction and non-fiction books. My research is unique because my study object is the Hong Kong extensive reading materials and my research is situated in Hong Kong, a place with complex historical and political background.

My research aims to explore the cultural and political values contained within the texts in the Hong Kong English Extensive Reading Scheme from a critical discourse perspective. By highlighting and analyzing pertinent issues under the Hong Kong English Extensive Reading Scheme, it attempts to serve as a point of departure for teachers to engage their students in a more in-depth discussion of the various texts. As such, the critical treatment resulting from this research may have implications for raising the teachers' awareness of the cultural and political values inherent in the reading materials. Consequentially, the teachers will be better equipped to foster critical thinking skills in their students, thereby enriching the students' education experience.

There is no consistent method in doing critical discourse research. Some research focus on microanalysis, the study of text by using different linguistic and semiotic analysis (Chouliaraki & Fairclough, 1999; Fairclough, 1989; Fairclough & Wodak, 1997; Hood, 1998; Huckin, 1997; Kress, 1997). While some research focus on macroanalysis, the study of how social and cultural contexts and ideologies are constructed in texts (Gee, 1999; van Dijk, 1997). The differences of methodologies mainly depend on the particular needs of the research; however, Wodak (2001) commented that the centre of all critical discourse research is based on concepts of power, history, and ideology. My research focused on macroanalysis. My research covered the study of Intertextuality which will be explained in later part of this paper.

Research Data

My research object was the extensive reading materials selected from the booklists recommended in the Hong Kong Curriculum on their official website (Education and Manpower Bureau, 2005a).

Although the reality was that some Hong Kong secondary schools preferred to use their own sets of reading materials rather than following the suggested booklists in the Hong Kong Curriculum, my research studied the texts suggested in the Hong Kong Curriculum because my research focused on the suggested booklists. My interest is to study what was suggested in the curriculum as demonstrated evidence of the values and attitudes in the intended curriculum.

In the Hong Kong Extensive Reading Scheme, there were a total of 800 reading texts on the suggested booklists. They were graded into different color levels according to the readability. Each color level contained 100 books.

Table 1. Color grading in the Hong Kong English Extensive Reading Scheme

<u>Academic Levels</u>	<u>Color Levels</u>
Primary 1 to 3 (roughly age 6 to 8).....	Red and Yellow
Primary 4 to 6 (roughly age 9 to 11).....	Green and Blue
Secondary 1 to 3 (roughly age 12 to 14).....	Olive and Brown
Secondary 4 to 5 (roughly age 15 to 16).....	Crimson and Purple

In this research, all texts were selected from the suggested booklists in Level Brown and Olive given by the Hong Kong Curriculum Development Council. Level Brown and Olive were the color rankings for secondary 1 to 3 (roughly age 9 to 11) students. The readability of Level Brown is slightly higher than Level Olive. There were a total of 200 books in Level Brown and Olive, 100 books in Level Olive and 100 books in Level Brown. These reading materials were supplied by different publishers, such as Disney Press, Cambridge University Press, Heinemann, Longman, Oxford University Press, Puffin, and Lands End Publishing Books (Education and Manpower Bureau, 2005a). In Level Olive, among 100 books, 2 books were anonymous, only one book was written by Chinese author. In Level Brown, all the books were written in English by Westerners from various cultural contexts in different genres (love stories, novels, poetry, scientific fiction, non-fiction, etc.).

Storey et al. (1997) studied the popularity of extensive reading materials among secondary students. Their finding showed that among different genres, adventure stories were the most popular reading materials among students. However, the selection criteria of my research did not follow the popularity of reading materials. My research also considered reading materials that were unpopular. Random selection of books in Level Olive and Level Brown were used in my research.

There were a total of 200 books in Levels Brown and Olive, 100 books in Level Olive and 100 books in Level Brown. These books were categorized into fiction and non-fiction. In Level Olive, there were 37 non-fiction and 63 fiction books. The percentage of fiction to non-fiction books in Level Olive was 58.73 %. In Level Brown, there were 38 non-fiction and 62 fiction books. The percentage of fiction to non-fiction books was 61.29%.

To generate a pattern of moral and civil education values in the extensive reading materials, broad content analysis of texts was used in the study of the books' name, table of contents (chapter headings). 50% of the books were randomly selected from the selected booklists. A total of 100 books were selected for a broader content analysis (50 books from Level Olive and 50 books from Level Brown). In Level Brown, 19 non-fiction books and 31 fiction books were randomly selected. In Level Olive, 19 non-fiction books and 31 fiction books were randomly selected. A computer program (Excel) was used to help random selection of data. The advantage of using computer program is to avoid selection bias.

Intertextuality

Intertextuality is “the factors which make the utilization of one text dependent upon knowledge of one or more previously encountered texts” (De Beaugrande & Dressler, 1981, p.10). Fairclough (1992) distinguishes two levels of intertextuality. The first level is manifest intertextuality where particular voices from particular texts can be recognized by such the use of words and phrase in another text. That means direct quotation. Martin and Rose (2003) refer to this as scare quotation. The second level is constitutive intertextuality or

interdiscursivity which investigates the broader aspects of others' discourse in the form of styles, genres and ideological positioning (Fairclough, 1992).

My research employs a general definition of intertextuality. My definition of intertextuality is the study of how one text is related to others.

Intertextuality can be studied in many ways. Lemke (1985; 1995) used thematic analysis to investigate intertextuality. Martin and Rose (2003) used engagement to study intertextuality. Among all those methods, perhaps Bazerman (2004)'s method is the clearest. He used various techniques to study different levels of intertextuality, such as:

1. direct quotation
2. indirect quotation
3. mentioning of a person, document, or statements
4. comment or evaluation on a statement, text, or otherwise involved
5. using recognizable phrasing, terminology associated with specific people or groups of people or particular documents
6. using language and forms that seem to echo certain ways of communicating, discussions among other people, types of documents

(Bazerman, 2004, pp. 88-89)

Although Bazerman (2004)'s methods of analyzing intertextuality is comprehensive and easy to follow, it is not applicable in my research.

My research data were the extensive reading materials (fiction and non-fiction books). The extensive reading materials were not written particularly for Hong Kong English second language learners. They were marketed for general readers originally. Most of the authors in the extensive reading materials are Westerners. When the authors wrote the books, they might not be aware of the situation of Hong Kong. The values and ideologies contained in these reading materials were related to the background knowledge of the authors, not Hong Kong students.

Given that curriculum is not neutral, it involves choice. The Hong Kong Curriculum Development Council suggested some booklists for the Hong Kong Extensive Reading Scheme. The selection of extensive reading materials represents the ideology and values of the curriculum planners. To study intertextuality, this research examines the relationship between the extensive reading materials and the proposed a set of values and attitudes in the Hong Kong curriculum (see Appendix 1). Content analysis was used to study intertextuality in my research.

Content Analysis

Content analysis is a methodology adopted from social science research. It is "the analysis of the manifest and latent content of a body of communicated material (as a book or firm) through a classification, tabulation and evaluation of its key symbols and themes in order to ascertain its meaning and probable effect" (*Merriam-Webster Online*, 2005). This research studied the teaching guidelines provided by the curriculum council through content analysis. The purpose of studying the teaching guidelines is to investigate how the curriculum affects the selection of reading materials in the Extensive Reading Scheme and how the proposed set of values and attitudes in the school curriculum relate to the Hong Kong English Extensive Reading Scheme materials.

Lexical sets were studied in this research. The use of lexis is a study of word choice and it is a study based on systemic functional grammar. Systemic functional grammar treats language

as a resource for meaning making. The study of language can be divided into two levels: context level and language level. The study of lexical sets in my research is situated at the language level. In language level, the study of language can show what is going on inside the text as reflected in the content and expression (Butt, 2000). To identify the latent meaning of the lexis sets, I considered presupposition, synonym, hyponym and meronymy. A synonym is the choice of a lexical item in some sense that bears the same meaning with the preceding lexical item (e.g. sound with noise) (Halliday, 1994, pp.330-334). Hyponyms have a specific-general relationship (e.g. tree, oak tree). Meronymys have a part-whole relationship (e.g. tree, trunk) (Halliday, 1994, pp.330-334). Perhaps the study of meronymys is most relevant to my research. For example, in my data (see Example 1), *Lesson from life* is under self-reflection and self-cultivation. Self-reflection and self-cultivation are under sustaining values: personal.

The coding of the lexical sets was the proposed set of values of attitudes suggested in the *Key Learning Area Curriculum Guide (Primary 1-Secondary 3) in English Language Education* (Appendix 1). They were categorized into a) core values: personal, b) sustaining values: personal, c) core values: social, d) sustaining values: social and e) attitudes (The Curriculum Development Council, 2002). The grouping of these values and attitudes reflects the moral and cultural ideologies of the teachers and curriculum policy planners.

The lexical sets (values and attitudes proposed in the curriculum) were matched with the book names and table of contents of the selected Hong Kong extensive reading materials (See Example 1).

Example1. Content analysis of *Helen Keller's Teacher*

Name of the book

Helen Keller's Teacher

Table of contents in Helen Keller's Teacher

A One-way Journey to Somewhere

The Good Days

“What a Terrible Child!”

The Poorhouse

[Sustaining Values: Social—due process of law]

[Core Values: Personal—individuality]

“I Want to Go to School!”

[Sustaining Values: Personal—enterprise, self-cultivation]

[Attitudes—with a desire to learn; diligent]

A Second Chance

A Disgrace to the School

[Core Values: Personal—dignity]

[Sustaining Values: Social—against common will]

A Day to Remember

The “No-World”

The Stranger Arrives

[Attitudes—not with respect for others; not open-minded]

The Little Tyrant

[Core values: social—unkindness; not benevolence]

The Battle of the Breakfast Table

Alone with Her

[Sustaining Values: Personal—independence]

W-A-T-E-R

Words—and More Words

Lessons from Life

[Sustaining Values: Personal—self-reflection; self-cultivation]

Time to Move On

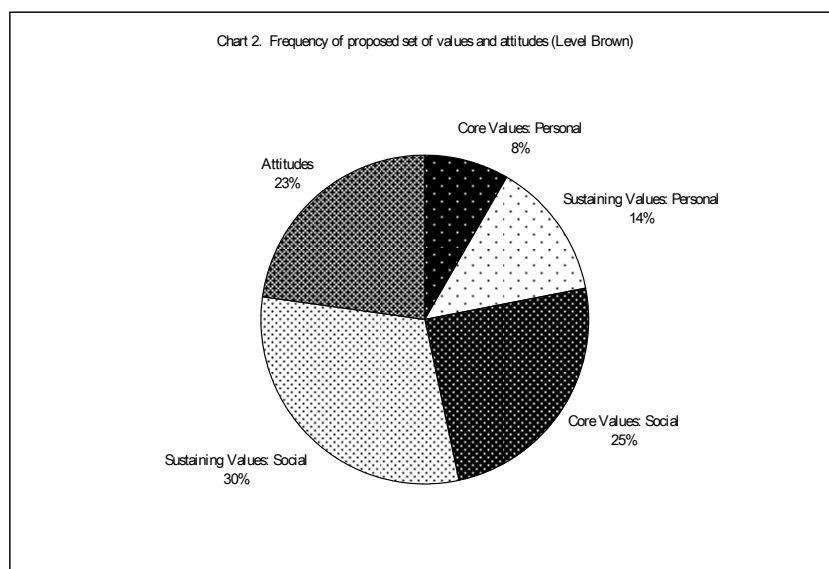
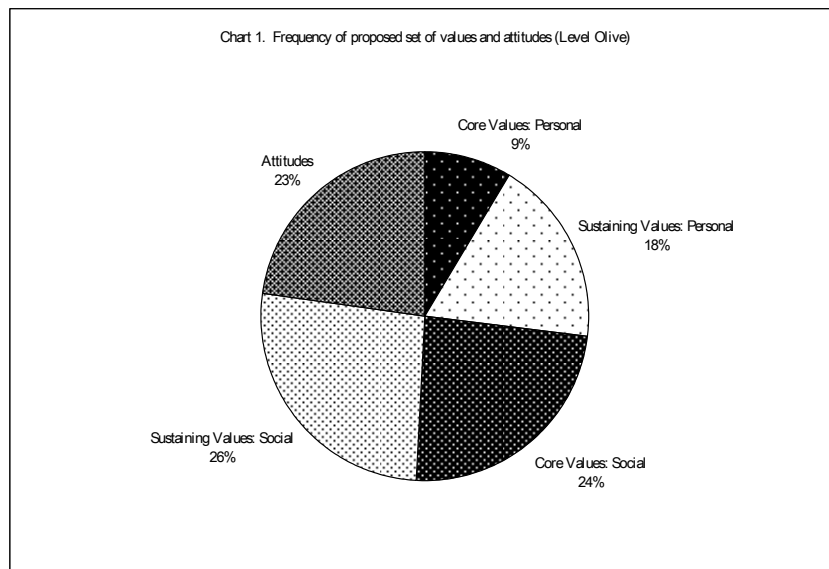
[Attitudes—positive; adaptable to changes]

The Last Years

After the study of lexical sets, frequency of the values and attitudes was counted aiming to investigate whether there is a particular pattern in the values and attitudes contained in the reading materials.

Research findings

Chart 1 and chart 2 demonstrate the proportion of the values and attitudes generated from the content analysis in Level Olive and Level Brown respectively.



According to chart 1, 26% of the values and attitudes found in the content analysis of book names and table of contents of the selected extensive reading materials is grouped under *sustaining values: social* and 24% is grouped under *core values: social*. The summation of *sustaining values: social* and *core values: social* in Level Olive is 50%. In other words, half of the values and attitudes in Level Olive are categorized into *social values*.

Similarly, in chart 2, 30% of the values and attitudes found in the content analysis of book names and table of contents of the selected extensive reading materials is grouped under *sustaining values: social* and 25% is grouped under *core values: social*. The summation of

sustaining values: social and *core values: social* in Level Brown is 55%. In other words, around half of the values and attitudes in Level Brown are categorized into social values.

There is a small proportion of *core values: personal* in Level Olive and Level Brown extensive reading materials. In Level Olive 9% of the values and attitudes belong to *core values: personal* (see chart 1) and in Level Brown 8% of the values and attitudes belong to *core values: personal* (see chart 2).

Discussion

The *Hong Kong English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 3)* proposed 5 priority values for personal and social development of learners which includes “National identity, commitment, responsibilities, respect for others and perseverance” (The Curriculum Development Council, 2002, p.90). The finding in the content analysis shows that among all the values and attitudes in the teaching of civic education, *social values* have a more important role in the extensive reading materials. The curriculum planners may not realize that the extensive reading texts contain the values and attitudes that they represent. Whether the curriculum planners chose the extensive reading materials deliberately or unintentionally, the large proportion of *social values* and the small proportion of *personal values: core* found in both Level Olive and Level Brown reflects their ideology in selecting the extensive reading materials.

Ta Kung Pao (13 September 1994) cited by Lee (2004, p.63) stated that “following the resumption of Chinese sovereignty, civic education should be geared toward building nationalism and patriotism”. Nationalism and patriotism belongs to *sustaining values: social*. I, as a Hong Kong citizen, recognize that there is a need for Hong Kong students to learn about nationalism and patriotism. If teachers want to teach these values to Hong Kong students, they should teach them explicitly. If not, students will not be aware of the values and attitudes in the intended curriculum.

The term *critical thinking* has been mentioned for many times in the curriculum documents. However, there is not much critical pedagogy in the teaching of Hong Kong Extensive Reading Scheme in the Hong Kong curriculum. To truly foster lifelong learning, teachers should teach students some critical thinking skills. They should teach students to be aware that

all texts are crafted objects, written by persons with particular dispositions or orientations to the information, regardless of how factual or neutral the products may attempt to be (Freebody & Luke, 1990, p.13).

Students should be aware that the texts used in the Hong Kong Extensive Reading Scheme contain not only the values and ideologies of the authors but also the ideologies of the curriculum planners. Whether the students accept or challenge these values, it is their choice. Students should not be passive receivers, they should read critically.

Further Research

Doing content analysis on the book names and table of contents can get a general an intertextual pattern of the values and attitudes contained in the suggested extensive reading materials. However, it is not enough. The reading materials may contain some values and ideologies suggested in the curriculum but not reflected on the book names and table of contents. For example, the story *Apollo 13* is an account of an event. It is described according to the time order. The table of contents of *Apollo 13* (see Appendix 2) does not

contain any values and attitudes proposed by the Hong Kong curriculum. However, it does not mean that the story itself does not contain the proposed sets of values and attitudes.

This paper is drawn from research in progress. In my actual research, apart from broad content analysis on the book names and table of contents; the whole book will be studied for in depth analysis. Appraisal analysis which concerns “the negotiation of social relationship by expressing one’s feelings towards things and people” (Martin and Rose, 2003, p.25) will be used for in depth analysis.

1 This paper is based on part of my findings in my doctoral thesis. I would like to express my gratitude to my supervisor, Dr. Alyson Simpson, for being supportive. Without her I would be lost.

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Appendix1. A Proposed Set of Values and Attitudes for Incorporation in the School Curriculum

<u>Core Values:</u> <u>Personal</u>	<u>Sustaining Values:</u> <u>Personal</u>	<u>Core Values:</u> <u>Social</u>	<u>Sustaining Values:</u> <u>Social</u>	<u>Attitudes</u>
sanctity of life	self-esteem	equality	plurality	optimistic
truth	self-reflection	kindness	due process of law	participatory
aesthetics	self-discipline	benevolence	democracy	critical
honesty	self-cultivation	love	freedom and liberty	creative
human dignity	principled morality	freedom	common will	appreciative
rationality	self-determination	common good	patriotism	empathetic
creativity	openness	mutuality	tolerance	caring
courage	independence	justice	equal opportunities	positive
liberty	enterprise	trust	culture and civilization heritage	confident
affectivity	integrity	interdependence	human rights and responsibilities	cooperative
individuality	simplicity	sustainability	rationality	responsible
	sensitivity	betterment of human kind	sense of belonging	adaptable to changes
	modesty		solidarity	open-minded with respect for
	perseverance			*self
				*others
				*life
				*quality and excellence
				*evidence
				*fair play
				*rule of law
				*different ways of life, beliefs and opinions
				*the environment with a desire to learn
				diligent
				committed to core and sustaining values

(The Curriculum Development Council, 2002, p.69)

Appendix2.

Name of the book

Apollo 13

Table of contents in Apollo 13

July 20, 1969

Tuesday, April 2, 1970

Thursday, April 9

Saturday, April 11

Monday, April 13, 20:24

Monday, April 13, 21:07

Monday, April 13, 22:35

Monday, April 13, 22:45

Monday, April 13, 23:00

Tuesday, April 14, 18:15

Tuesday, April 14, 20:40

Tuesday, April 14, 23:00

Wednesday, April 15, 1:30

Thursday, April 16, 04:14

Friday, April 17, 5:14

Friday, April 17, 10:43

Friday, April 17, 11:53

Friday, April 17, 12:07

Activities