Professional Development Programme

Enhancing Students' Literacy Skills Development through Promoting Language across the Curriculum in the Junior Secondary English Classroom

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Workshop Agenda

- What is LaC? Why is LaC important and necessary?

- Learning and teaching strategies to promote LaC

- Cross-curricular collaboration

Warm-up / Ice-breaking

1. How familiar are you with Language across the Curriculum (LaC)?

2. Does your school promote LaC? How does your school promote/implement LaC?

3. Do you practise LaC in your English lessons? If so, what do you usually do? How do you determine what to teach?

Terminology: Multiplicity of Terms

|				
Bilingual Education	Content and Language Integrated Learning (CLIL)	Content-based Instruction (CBI)	Content-based Language Instruction (CBLI)	Content-based Language Teaching (CBLT)
Content-based Sheltered Instruction (CBSI)	Content-centered Language Learning	English Across the Curriculum (EAC)	English Medium Instruction (EMI)	Immersion
Languages Across the Curriculum (LAC)	Literacy Across the Curriculum	Sheltered Instruction (SI)	Teaching Content Through English	Teaching English Through Content

Content and Language Integration

- A *dual-focused* educational approach in which English is used for the learning and teaching of both content and language

- The *use of language-supportive methodologies* leading to authentic learning where attention is given to both the topic and the language of instruction

(Marsh & Martín, 2013)
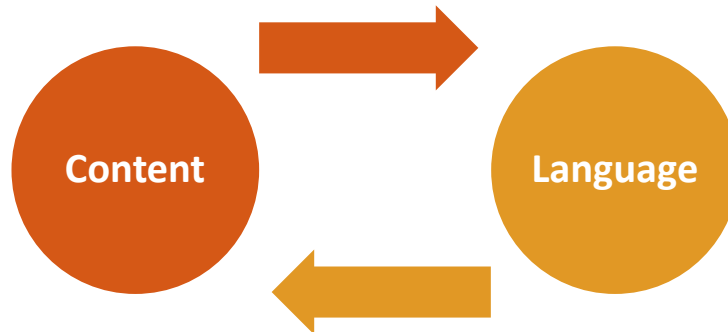
An Ideal Practice

"While much of the explicit teaching of literacy occurs in the English learning area, *literacy is strengthened, made specific and extended in other learning areas* as students engage in a range of learning activities with significant literacy demands. *Paying attention to the literacy demands of each learning area ensures that students' literacy development is strengthened so that it supports subject-based learning*."

In other words…

"This means that:

1. ***All teachers*** are responsible for ***teaching the subject-specific literacy*** of their learning area.

2. ***All teachers*** need ***a clear understanding of the literacy demands*** and opportunities of their learning areas."

One Main Goal of Learning and Teaching

To promote students' understanding of the world

In reality… A paradox?

"In **subject matter learning** we **overlook the role of language** as a medium of learning. In **language learning** we **overlook** the fact that **content is being communicated**." (Mohan, 1986, p. 1)

"A **language** is a system that relates to *what is being talked about (content)* and *the means used to talk about it (expression)*. Linguistic content is **inseparable** from linguistic expression." (Mohan, 1986, p. 1)

However, …
Content and Language Integration / Cross-curricular Collaboration

"… **is not a panacea** but an alternative means to *providing opportunities for students to use language to learn* rather than *learning to use languages which is the core task of language lessons*." (Coyle, 2008)

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017

LaC, which advocates the integration of language learning and content learning, is an approach through which schools can enhance students' language proficiency and understanding of the academic content. Non-language subjects provide a context for language learning while effective language development facilitates the learning of these subjects. Such an approach allows students to assimilate new concepts and manifest their new learning in various disciplines through language, thus enhancing both their subject knowledge and their understanding of the ways language is used in these subjects. Effective implementation of LaC enables students to conceptualise the subject content through language and practise their language skills for communicating clearly about the content based on subject-specific conventions and styles. For the sake of a stronger interface across key stages, it is desirable for LaC to be implemented from the primary level to support students' learning of other subjects in English at a later stage.

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Language across the Curriculum (LaC)

The fine-tuned medium of instruction (MOI) arrangements for secondary schools, which have been in place since the 2010/11 school year, provide students with more opportunities to be exposed to and use English in schools. Based on students' needs and school contexts, arrangements can be made, by class or by session, for the adoption of English as the MOI in non-language subjects. Secondary schools are encouraged to devise their whole-school language policy, conduct Extended Learning Activities and promote LaC so as to create a favourable environment for English learning and connect students' learning experiences.

Schools can promote LaC through encouraging students to read across the curriculum. Time can be allocated for cross-curricular reading within and outside lessons. Collaboration among different stakeholders including language and content subject teachers, teacher-librarians and parents is crucial in developing students' interests and habits in reading a variety of texts including non-fiction texts on different themes.

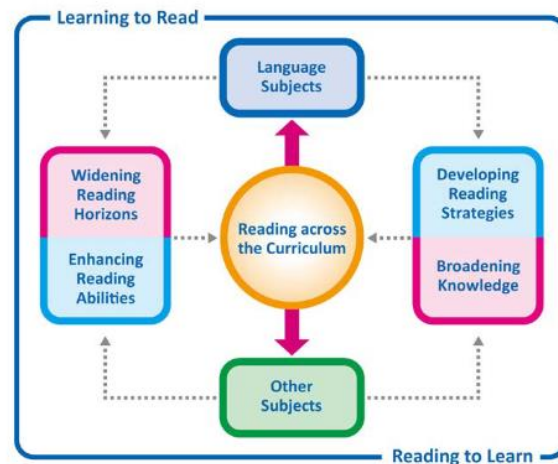**Reading to Learn: Towards Reading across the Curriculum**

Booklet 6B

6B.4.2 Towards Reading across the Curriculum

Building on the strengths, including the successful experience in promoting Reading to Learn through cultivating a whole-school reading atmosphere and fostering students' reading interests and habits, schools are encouraged to attach importance to RaC. Through engaging in purposeful and meaningful reading, students are guided to connect reading texts related to various KLAs with their previous knowledge and life experiences. This approach to developing deep reading among secondary students empowers them to:

- acquire and construct new knowledge while broadening their horizons and developing a broad spectrum of interests and abilities; and

- extend ideas beyond texts to form new opinions and enhance language learning across different disciplines, leading to improved reading abilities and personal qualities (see Figure 6B.2).

Figure 6B.2   The Objectives of RaC

Learning to Read

Language Subjects

Widening Reading Horizons

Enhancing Reading Abilities

Reading across the Curriculum

Developing Reading Strategies

Broadening Knowledge

Other Subjects

Reading to Learn

Reading to Learn: Towards Reading across the Curriculum

Booklet 6B

- Different KLA/subject departments can collaborate and arrange a diversified range of reading activities and schemes for students to gain knowledge across disciplines, and apply reading skills and strategies to effectively process a variety of texts and connect their learning experience across KLAs. The following are commonly adopted by schools in promoting RaC:

  - Different subject departments discuss and decide on the reading skills and strategies to be taught collaboratively, e.g. questioning, skimming, analysing, comparing, summarising and synthesising. Then, teachers of various subjects provide opportunities for students to learn and apply the reading skills and strategies in processing texts in their subject contexts.

  - Different subject departments collaborate and set a common theme for reading (which could be accompanied by a sub-theme). Diversified reading materials are selected and purposeful tasks are designed based on the theme and learning objectives to strengthen students' understanding of the theme.

  - Implementing RaC through project learning provides opportunities for students to read extensively various types of texts, which usually cover the content of different KLAs or subjects. This also enables students to integrate different subject knowledge and construct new knowledge based on their in-depth understanding of the content, present the results of their investigation, as well as communicate ideas and express their personal views.
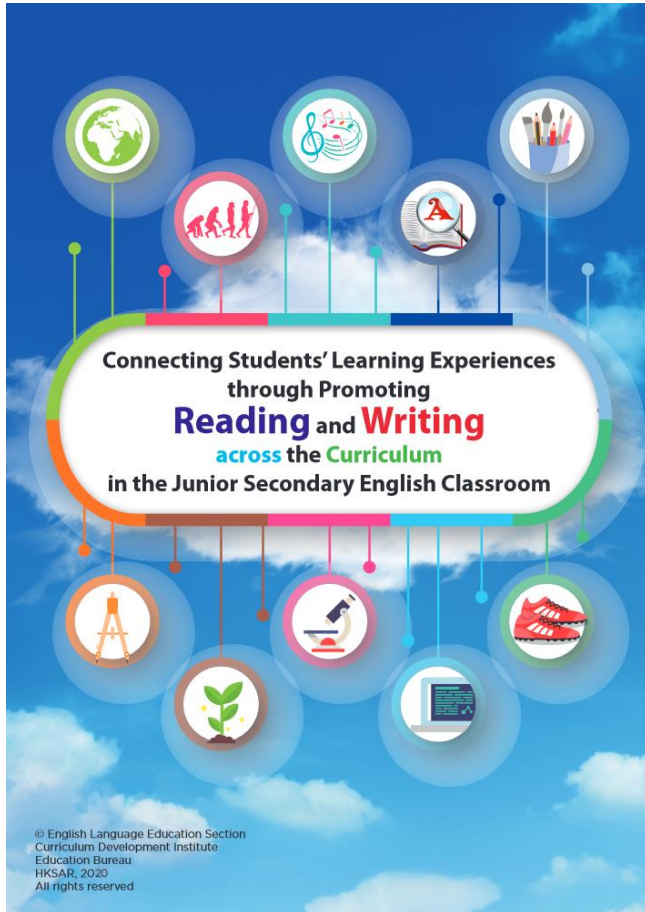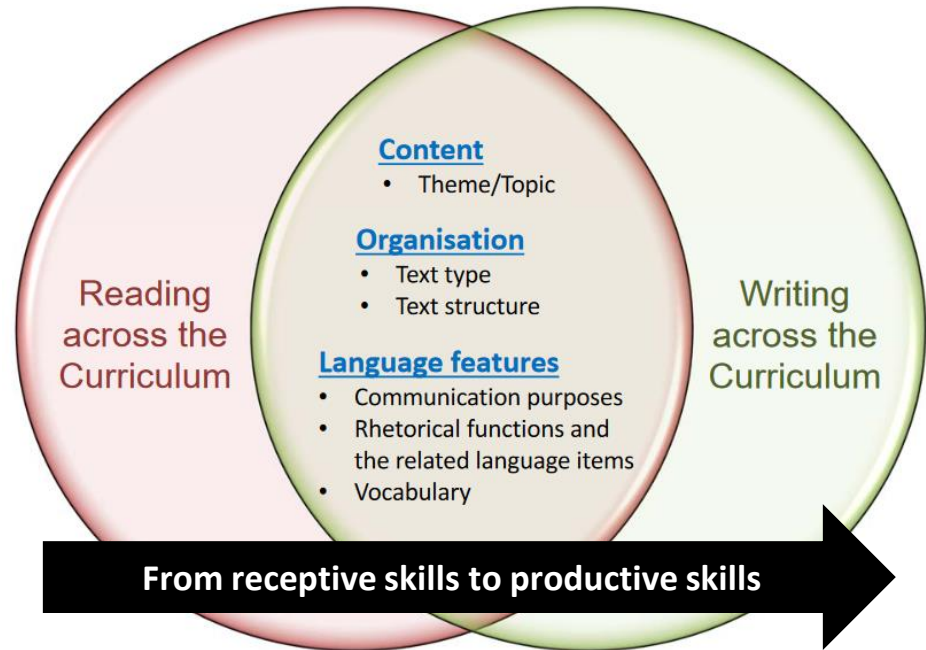
Connecting Students' Learning Experiences
through Promoting
Reading and **Writing**
across the Curriculum
in the Junior Secondary English Classroom

ii. **Writing across the Curriculum**

Writing across the Curriculum (WaC) is a meaningful follow-up for RaC (Figure 4). Teachers are encouraged to build on students' RaC experience and help them connect their learning experiences through providing opportunities for them to apply in their writing tasks the language features (e.g. text structures, rhetorical functions and language items in academic texts) and content knowledge (e.g. concepts and ideas related to non-language subjects) gained from RaC. WaC also provides relevant contexts for students to develop the writing skills to support them in producing texts to perform different rhetorical functions in contexts related to different KLAs.

Figure 4: Connecting Reading and Writing

Reading across the Curriculum

Content
- Theme/Topic

Organisation
- Text type
- Text structure

Language features
- Communication purposes
- Rhetorical functions and the related language items
- Vocabulary

Writing across the Curriculum

From receptive skills to productive skills

Different Models of CLIL

Confidence-building and introduction to key concepts Theme-based module on climate change. Fifteen hours of learning time involving class-based communication with learners in another country. Class teacher approaches the module using CLIL-designed materials and networking system.	**Development of key concepts and learner autonomy** Subject-based learning on home economics. Forty hours of learning time involving translanguaging, where activities are developed through the CLIL language using bilingual materials. Subject and language teachers work together.
Preparation for a long-term CLIL programme Interdisciplinary approach involving a set of subjects from the natural sciences where the learners are prepared for in-depth education through the CLIL language. Subject and language teachers work together following an integrated curriculum.	**Bilingual education** Learners study a significant part of the curriculum through the CLIL language for a number of years with the intention of developing required content-learning goals and advanced language skills.
Interdisciplinary module approach A specific module, for example environmental science or citizenship, is taught through CLIL involving teachers of different disciplines (e.g., mathematics, biology, physics, chemistry and language).	**Language-based projects** The language teacher takes primary responsibility for the CLIL module. This is an extension of both content-based and communicative language teaching. The module involves authentic content learning and communication through the CLIL language, and is scaffolded through language-teacher input.
Adjunct CLIL Language teaching runs parallel to content teaching with specific focus on developing the knowledge and skills to use the language so as to achieve higher-order thinking.	**Language-embedded content courses** Content programmes are designed from the outset with language development objectives. Teaching is carried out by content and language specialists.

(Coyle et al., 2010)

Different Models of CLIL

*"CLIL is **flexible** and there are many different models depending on a range of contextual factors. ... There is **no single model for CLIL**. Different models all share **the common founding principle** that in some way **the content and the language learning are integrated**."*
(Coyle, 2005, p. 2)

The 4Cs Framework

1. **Content:** Subject matter

2. **Communication:** Language learning and using

3. **Cognition:** Learning and thinking processes

4. **Culture:** Intercultural understanding and global citizenship

(Coyle et al., 2010)

Why LaC/CLIL?

1. Using the foreign language as the medium of instruction and communication makes the teacher **more aware of the learners' linguistic needs** and triggers tuned-in strategic language behaviour (e.g., teacher's strategies to make input comprehensible and context-embedded).

2. The need for constant comprehension checks on the part of the teacher results in **high levels of communication between teachers and learners** (and among learners themselves).

3. CLIL **fosters implicit and incidental learning by focusing on meaning and communication**, and providing great amounts of input, while at the same time the FL class can keep a complementary focus-on-form approach in the needed language areas.

4. CLIL **fosters fluency**, whereas the typical FL teaching tends to focus on accuracy.

Why LaC/CLIL?

5. CLIL stretches the learners' language and language learning potential through, for example, **pushing learners to produce meaningful and complex language**.

6. The need of visual and other types of support for CLIL classes makes the teacher **aware of the more general need of cognitive and interactional support** that foreign language learners, particularly younger learners, require.

7. The quality of FL teaching is also improved through the implementation of **team-work and/or tandem teaching**, which require from the FL teacher a continuous reflection on and elaboration of his/her teaching practices.

Aspects of Language Proficiency: BICS vs. CALP

BICS	CALP
Basic interpersonal communicative skills	Cognitive academic language proficiency
Conversational fluency	Academic language proficiency: Students' ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school
Playground language	Classroom language

LaC

ELT

"The playground situation does not normally offer children the opportunity to use such language as: *if we increase the angle by 5 degrees, we could cut the circumference into equal parts*. Nor does it normally require the language associated with the higher order thinking skills, such as hypothesizing, evaluating, inferring, generalizing, predicting or classifying. Yet these are the language functions which are related to learning and the development of cognition; they occur in all areas of the curriculum, and without them a child's potential in academic areas cannot be realized." (Gibbons, 1991, p. 3)

Aspects of Language Proficiency: BICS vs. CALP

	Social Language	Academic Language
Description	• Everyday use for interactions inside and outside school • Social interaction • Less specialised language • Less cognitive demand • Use in social contexts • Acquisition requires understanding of cultural and social norms, including nonverbal cues	• Academic setting: use in areas such as classroom discourse, texts, assessments, content standards, and classroom materials • Mainly used in the classroom for reading and writing • Acquisition requires specialised knowledge • More cognitive demand due to complex vocabulary and grammatical structures **LaC**
Examples	• Listening to a coach review the soccer practice schedule • Having an informal, face-to-face conversation about weekend plans • Writing in a friend's yearbook • Reading a lunch menu • Writing a post on Facebook • Texting **ELT**	• Describing a classic work of art • Defining a scientific term • Explaining how to solve a complex math problem • Comparing and contrasting two opposing parties in a historical dispute • Summarising information in a research paper

(Fenner & Snyder, 2017)

Phases of Language Development

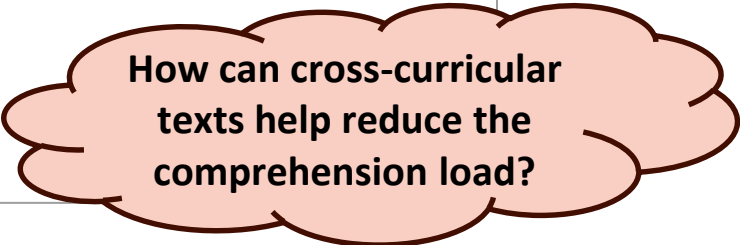|		
Early childhood	• Simple 'commonsense' knowledge is expressed in a congruent grammar with simple attitudinal expression	**BICS**
Late childhood to adolescence	• 'Commonsense' knowledge is elaborated as the grammar expands, and as grammatical metaphor emerges; attitudinal resources are extended	
Mid-adolescence	• Knowledge becomes more 'uncommonsense', and is extended as grammatical resources are further amplified; attitudinal expression expands	
Late adolescence +	• 'Uncommonsense' knowledge is expressed is non-congruent grammar, expressing abstraction, generalisation, value judgement and opinion	**CALP**

(Muñoz, 2002, pp. 35-36)

Why LaC/CLIL: Summary

Essential language features ➔ Engagement with and mastery of subject knowledge

Authentic content and context ➔ Meaningful language use

Factors Affecting Comprehension

Reader	Text
• Background Knowledge • Vocabulary • Fluency • Strategies • Skills • Motivation	• Genres • Text structures • Text features

How can cross-curricular texts help reduce the comprehension load?

*"For students to comprehend a text, they must have **adequate background knowledge**, understand most **words** in a text, and be able to **read fluently**. When any of these pre-requisites for comprehension are lacking, students aren't likely to understand what they're reading."*

Simple vs. Complex Texts

Simple texts	Moderately complex texts	Highly complex texts
Vocabulary		
• names of familiar people, places and things • mainly generic words (e.g. *cut* rather than *slice*) • high-frequency words • words used reflect the most common and literal meaning of the words	• a range of synonyms and antonyms with subtle shades of meaning • technical and learning area specific words and phrases • words with multiple connotations /meanings	• words appropriated from academic context • extensive technical and learning area-specific vocabulary (e.g. *increment*) • words requiring sophisticated word-solving strategies
Language		
• mainly simple, predictable sentences • mainly shorter sentences: 3-10 words in length • simple punctuation marks (e.g. full stop, exclamation mark, comma)	• complex sentences with several subordinate phrases or clauses • extended noun groups (e.g. forces of attraction) • longer passages of detailed description	• dense language with extensive nominalisation • rhetorical patterns (e.g. *It is accepted that* …) • extensive noun groups (e.g. *The unexpected reaction to the presence of an acid indicates* …)
Structure		
• simple chronological patterns • structure is familiar and consistent with typical structure for the type of text (e.g. imaginative texts with orientation, complication and resolution) • simple cause-and-effect relationships	• organisational markers such as subheadings • connections between an expanded range of ideas, processes or events are deeper and often implicit or subtle • text structure related to specific learning area (e.g. explanations and evaluative responses)	• more than one organisational pattern in a text (e.g. conceptual, methodological) • extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text • sophisticated cohesive devices (e.g. class/subclass patterns, part/whole patterns)

**How relevant is LaC / CLIL /
cross-curricular learning to
the learning and teaching of English?**

**Is LaC / CLIL only for English-medium
schools?**

Mathematics Education
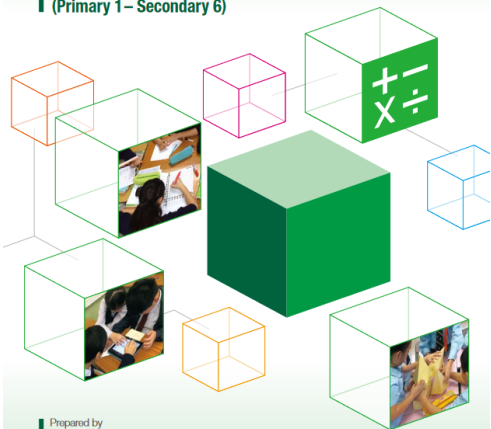
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Learning Units of Junior Secondary Mathematics Curriculum		
Number and Algebra Strand	**Measures, Shape and Space Strand**	**Data Handling Strand**
1. Basic computation	15. Errors in measurement	28. Organisation of data
2. Directed numbers	16. Arc lengths and areas of sectors	29. Presentation of data
3. Approximate values and numerical estimation	17. 3-D figures	30. Measures of central tendency
4. Rational and irrational numbers	18. Mensuration	31. Probability
5. Using percentages	19. Angles and parallel lines	
	20. Polygons	

Key Stage Three (Junior Secondary)
Students will learn to

- handle very large or very small numbers and negative numbers with a sense of scale

- perform numerical manipulations, such as percentage changes, and perform estimations with appropriate strategies

Students

1. present the length of a plant cell and the speed of light using suitable unit and notation

2. calculate the compound interest of a saving scheme

3. estimate the amount of materials needed for decorating the classroom

4. describe the seat arrangement of a theatre

What KLAs are they related to?

Are there cross-curricular texts in TSA and DSE English Language?

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Key Stage 3 (S1 – 3)

Teenage Life
- Leisure and hobbies
- Growing up
- Being fashionable

Rights and Responsibilities
- At home
- In a group (class, peer, school, neighbourhood)

Getting Along with Others
- Friendship and dating
- Sharing, co-operation, rivalry

Study, School Life and Work
- Study and related pleasure/problems

Cultures of the World
- Travelling and visiting
- Customs, clothes and food for different places

Wonderful Things
- Successful people and amazing deeds
- Great stories
- Precious things

Nature and Environment
- Protecting the environment
- Resources and energy conservation

Key Stage 4 (S4 – 6)

Getting Along with Others
- Friendship and dating
- Sharing, co-operation, rivalry

Study, School Life and Work
- Study and related pleasure/problems
- Experiments and projects
- Occupations, careers and prospects

Cultures of the World
- Travelling and visiting
- Customs, clothing and food of different places

Wonderful Things
- Successful people and amazing deeds
- Great stories
- Precious things

Nature and Environment
- Protecting the environment
- Resources and energy conservation

The Individual and Society
- Crime
- Human rights (personal rights, civic rights, respect)

Communicating
- The media and publications
- The Internet
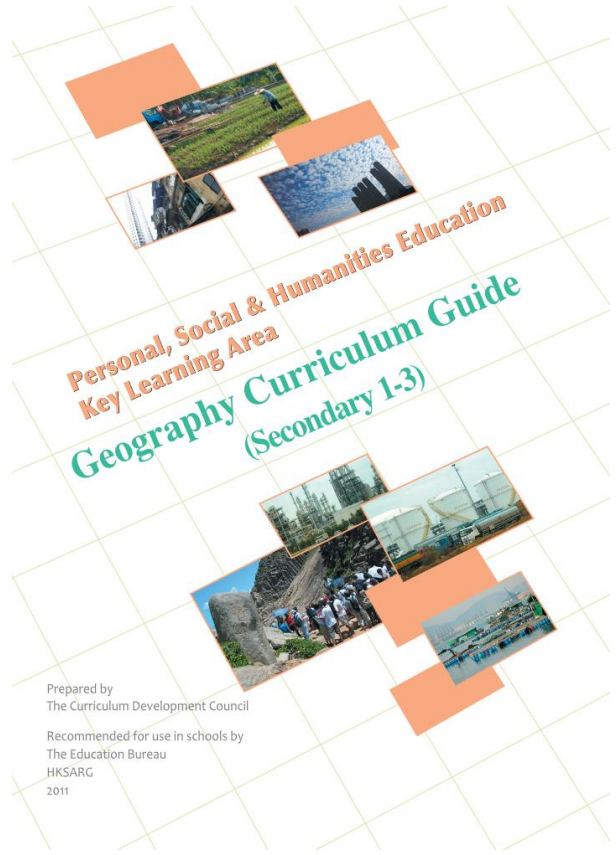
Technology
- Changes brought about by technology

Leisure and Entertainment
- The world of sports
- "Showbiz"

Are some of these themes related to other KLAs?

Nature and Environment?

Core Modules	Elective Modules	
Using Urban Space Wisely - Can we maintain a sustainable urban environment?	Tourists - Friends or foes?	Either One
Living with Natural Hazards - Are we better equipped than the others?	Changing Climate, Changing Environments	
Food Problem - Can we feed ourselves?	Population Problems - Just about numbers?	Either One
The Trouble of Water - Too much and too little	Taming the Sand - A long-lasting combat against desertification and sandstorms	
Global Shift of Manufacturing Industry - Opportunities and threats	The Geography of Disease - Facing a spreading risk	Either One
Scramble for Energy	Oceans in Trouble	

Personal, Social & Humanities Education
Key Learning Area
Geography Curriculum Guide
(Secondary 1-3)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2011

Personal, Social & Humanities Education Key Learning Area

History Curriculum Guide (Secondary 1 – 3)

Prepared by
The Curriculum Development Council

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2019

Cultures of the World (e.g., customs, clothes, food)?

Wonderful Things (e.g., successful people)?

S1 The ancient world (From pre-historic period to the 14th century): The birth and interactions of regional civilisations			
Topic 1: Human Needs: Past and Present	Topic 2: The Development of European Civilisation	Topic 3: The Rise of Islamic Civilisation and cultural interactions between Europe and Asia in medieval times	Topic 4: History, culture and heritage of early Hong Kong region
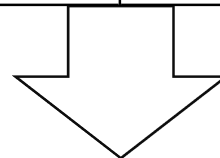
S2 The modern world (From 15th to 19th centuries): The growth and expansion of the West			
Topic 5: The Rise of modern Europe	Topic 6: European colonial expansion	Topic 7: The founding and development of the United States	Topic 8: Growth and development of Hong Kong up to the late 19th century
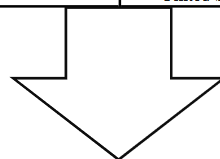
S3 The contemporary world (From the 20th century to the present): Moving towards a multi-polar and interdependent world			
Topic 9: International conflicts and crises in the 20th century (I) – The two World Wars	Topic 10: International conflicts and crises in the 20th century (II) – the Cold War and the Post-Cold War period	Topic 11: International cooperation since the 20th century	Topic 12: The growth and transformation of Hong Kong in the 20th century

Teenage Life?
Getting Along with Others?
Study, School Life and Work?

Personal, Social and Humanities Education
Key Learning Area

Citizenship, Economics and Society
(Secondary 1-3)
Curriculum Framework
[Translated Version]

The Curriculum Development Council
October 2022

Secondary 1	Suggested no. of lessons	Secondary 2	Suggested no. of lessons	Secondary 3	Suggested no. of lessons
Module 1.1 Self-understanding and Life Skills	18	Module 2.1 Overcoming Growth Challenges	7	Module 3.1 Intimate Relationships with Affection and Propriety	9
Module 1.2 Interpersonal Relationships and Social Inclusiveness	12	Module 2.2 Governance of the HKSAR	15	Module 3.2 Overview of Our Country's Economy and World Trade	21
Module 1.3 Financial Education	10	Module 2.3 Public Finance of Hong Kong	8	Module 3.3 Our Country's Political Structure and its Participation in International Affairs	12
Module 1.4 Rights and Duties	10	Module 2.4 Economic Performance and	20	Module 3.4 The World in Response to Global Issues	8
Suggested no. of lessons at each level			50		50

Rights and Responsibilities?

Supplement to the Science Education Key Learning Area Curriculum Guide

Science (Secondary 1-3)

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2017**

Wonderful Things (e.g., great stories)?

Nature and Environment?

S1	Unit 1: Introducing Science
	Unit 2: Water
	Unit 3: Looking at Living Things
	Unit 4: Cells, Human Reproduction and Heredity
	Unit 5: Energy
	Unit 6: Matter as Particles
S2	Unit 7: Living Things and Air
	Unit 8: Making Use of Electricity
	Unit 9: Common Acids and Alkalis
	Unit 10: Sensing the Environment
	Unit 11: Force and Motion
S3	Unit 12: A Healthy Body
	Unit 13: From Atoms to Materials
	Unit 14: Light, Colours and Beyond

Text Types for KS1 (P1 – 3)	Additional Text Types for KS2 (P4 – 6)	Additional Text Types for KS3 (S1 – 3)	Additional Text Types for KS4 (S4 – 6)
• Advertisements	• Accounts	• Book reviews/reports	• Abstracts/synopses
• Captions	• Announcements	• Encyclopaedias	• Agendas
• Cards	• Autobiographies	• Film reviews	• Debates
• Cartoons and comics	• Biographies	• Interviews	• Documentaries
• Charts	• Blogs	• Itineraries	• Editorials
• Conversations	• Brochures	• Letters to the editor	• Essays
• Coupons	• Catalogues	• Manuals	• Feature articles
• Diaries	• Children's encyclopaedias	• Memoranda	• Films
• Directions	• Dictionaries	• Newspaper/ Magazine articles	• Minutes
• Fables and fairy tales	• Directories	• Presentations	• Novels
• Forms	• Discussions	• Short films	• Proposals
• Illustrations	• Emails	• Short novels	• Speeches
• Instructions	• Explanations of how and why	• Social media texts	• Resumes
• Labels	• Formal letters	• Talks	• Thesauri
• Leaflets	• Informational reports	• Trailers	
• Lists	• Jokes		
• Menus	• Journals		
• Notes and messages	• Maps and legends		
• Notices	• Myths		
• Personal descriptions	• News reports		
• Personal letters	• Pamphlets		
• Personal recounts	• Plays		
• Picture dictionaries	• Procedures		
• Poems	• Questionnaires		
• Postcards	• Recipes		
• Posters	• Telephone conversations		
• Product information	• Tongue twisters		
• Rhymes	• Weather reports		
• Riddles	• Webpages		
• Rules			
• Signs			
• Songs			
• Stories			
• Tables			
• Timetables			

Are some of these texts used in content subjects?

Reading?

Writing?

Strategies for Cross-curricular Learning and Teaching

Possible Sources of Cross-Curricular Texts

Text based

- Newspapers
- Magazines
- Reports by NGOs
- Comics / Story books / Fictions
- Readers / Encyclopaedias
- Brochures
- Blogs
- …

Non-text based

- Movies / Documentaries
- Podcasts
- Infographics
- Songs
- Radio programmes
- TED talks
- YouTube videos
- …

Developing Students' Multimodal Literacy in the Secondary English Language Classroom

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/Multimodal%20Literacy_SS/Developing%20Students%20Multimodal%20Literacy%20in%20the%20Secondary%20English%20Language%20Classroom.pdf

In LaC / CLIL,

Comprehension → **Linguistic analysis**

Reading / Listening → **Writing / Speaking**
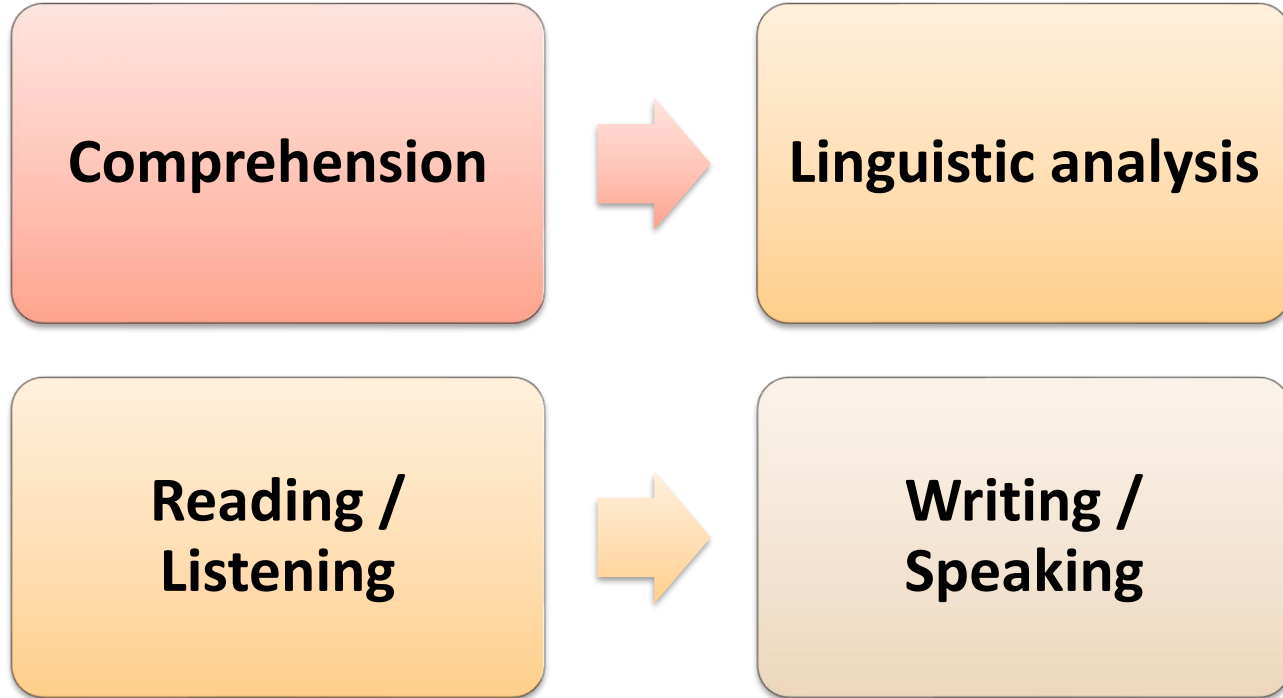
Organising Elements for Literacy

Comprehending [<mark>Receptive</mark> language] + Composing [<mark>Productive</mark> language]	
Text knowledge	• Text structure to present information, explain processes and relationships, argue and support points of view, investigate issues, etc. • Text cohesion to link and strengthen the text's internal structure
Grammar knowledge	• Sentence structures to present, link and elaborate ideas • Words and word groups to convey information and represent ideas
Word knowledge	• Specialised vocabulary in content areas • Accurate spelling
Visual knowledge	• Interpreting still and moving images, graphs, tables, maps and other graphic representations • Understanding and evaluating how images and language work together in distinctive ways in different curriculum areas to present ideas and information

Aspects of Literacy Development

Pronunciation

Vocabulary

Sentence structures

Cognitive discourse functions

Text types

Dimensions of Language

Dimension	Criteria	Focus on …	Sample Language Features
Discourse	Organization of language	How ideas are coherently organized to meet a purpose through organizational patterns characteristic of the genre	**Whole text organizational patterns**, such as introduction, body, conclusion; claim, evidence, reasoning
	Cohesion of language	How language connects ideas within and across sentences and discourse using a range of cohesive devices	**Cohesive devices**, such as repeated words, synonyms, pronoun substitution, connectors
	Density of language	How information in noun groups is expanded or consolidated	**Noun groups** expanded with resources, such as adjectives or other modifiers added before nouns, prepositional phrases following nouns, **nominalization**
Sentence	Grammatical complexity of language	How relationships are expressed with clauses through simple, compound, and complex sentences	**Simple, compound, complex sentences**; coordinating, subordinating **conjunctions**; dependent and independent **clauses**
Word / Phrase	Precision of language	How everyday, cross-disciplinary, and technical language more effectively conveys precise meaning	A variety of **words and phrases**, such as adverbials of time, manner, and place; verb types; abstract nouns

(WIDA, 2020)

Dimension	Performance Criteria	Features	Do you teach these in English lessons?	Science	Social Studies
Discourse	Linguistic Complexity	Amount of speech/text	Sh...reading	Extended lectures, long texts, and passages	Extended lectures, long texts, and passages
		Structure of speech/text	Intermixing of words, numbers, variables, symbols	Varied structures (lab report, summary, glossary)	Mixing of various sentences types and structures
		Density of speech/text	Conceptually packed, high density of unique words	Dense textbooks often written above grade level	Mixing of proper, common, and temporal nouns
		Organization of ideas	Varying text features (graphs, charts, diagrams)	Varied text features (illustrations, diagrams, photos)	Varied text features (maps, photos, time lines)
Sentence	Language Forms and Conventions	Sentence types	Passive voice (e.g., A ball is dropped from 100 feet.)	Complex sentences with multiple embedded clauses	Passive construction, indirect/reported speech
		Sentence structures	Cause-effect, reason-result, chronological	Cause-effect, problem-solution, compare-contrast	Chronological, compare-contrast, cause-effect
		Logical connectors	if and only if, such that, consequently	because, therefore, unless, consequently	from that time forward, by the 20th century
		Lexical bundles	as much as, greater than or equal to, such that	in the form of, as a result of, the nature of	at the same time, as a result of, the fact that
		Verb tenses		Conditional tense (what could or might happen...)	
		Use of prepositions	divided by, divided into; percent off, percent of		
Word / Phrase	Vocabulary Usage	Discipline-specific words	hypotenuse, parabola, isosceles, coefficient	organis...	...volutionary, patriotism, ...
		Discipline-specific phrases	greatest common factor, least common multiple	gravitat... square...	...ue process, wholly owned
		Words used in new ways	mean, carry, odd, table, column, set, prime, foot	matter, ... space, order, solution, wave, crust	period, party, assembly, market, depression, cycle
		Synonyms	subtract, minus, less; add, plus, combine, sum		
		Idioms	ballpark figure, split fifty-fifty, on the hour		
		Nominalization		observe/observation; analyze/analysis	explore/exploration; occur/occurrence
		Collocations			rich culture, strong opponent, heavy rain

Curriculum mapping?

(Heineke & McTighe, 2018; WIDA, 2014)

Common Pronunciation Mistakes

mechanism	sword	refraction	monarchy
pendulum	organism	cleansing	reflection
debt	bleach	centripetal	sustainable
mortgage	opportunity	lightning	paralysis
limb	pneumonia	parachute	purchase

Can you think of other examples?

Shifts in Word Stress

1. analysis (n.) vs. analyst (n.) vs. analyse (v.) vs. analytical (adj.)

2. economy (n.) vs. economics (n.) vs. economical (adj.)

3. geometry (n.) vs. geometrical (adj.)

4. maintain (v.) vs. maintenance (n.)

5. necessary (adj.) vs. necessarily (adv.) vs. necessity (n.)

6. politics (n.) vs. politician (n.) vs. political (adj.)

Can you think of other examples?

Types of Vocabulary (BICS vs. CALP)

1. **Everyday language**: language for representing ideas in non-technical ways (e.g., *dogs* instead of *canines*)

2. **Cross-disciplinary language**: common academic language used across content area contexts (e.g., *analyse*, *vital*, *consequence*)

3. **Technical language**: specialised language associated with a content area such as science and history (e.g., *mitosis*, *imperialism*)

(Muñoz, 2002, pp. 35-36)

Vocabulary Instructional Strategies

1. Frayer Model

2. Semantic map

3. Morphemic analysis

Support on Sentence Structures

1. Substitution table

2. Sentence starters / stems

Substitution Tables

The cause of	the erosion	is that	river water wears away the rocks.
	climate change		human activities, such as burning fossil fuels and deforestation, release excessive greenhouse gases into the atmosphere.
	poverty		there is an unequal distribution of resources and opportunities, leading to a lack of access to basic necessities for many individuals.
	traffic congestion		there is a high volume of vehicles on the road.

Substitution Tables

Erosion		the water wearing away the rocks.
Climate change		the increased emission of greenhouse gases, primarily from human activities such as burning fossil fuels and deforestation.
Poverty	**is caused by**	a combination of factors, including limited access to education and healthcare, unequal distribution of wealth, and systemic economic inequality.
Traffic congestion		factors such as a high volume of vehicles on the road.

Sentence Starters / Stems

Showing explanation	Showing analysis
• *… is best understood by …* • *The basic principle behind … is …* • *… can be explained as …* • *… can be thought of as …* • *… can be broken down into …*	• *It becomes evident that … is characterised by …* • *There is a strong relationship between … and …* • *… is influenced by a combination of factors, including …* • *There is a complex interplay between … and …* • *It can be concluded that … is not solely caused by …*

Cognitive Discourse Functions

Discussion

- How do we express knowledge?

- What language functions do we teach in English?

- What language functions are your students required to demonstrate in content subjects?

- Are your students good at communicating content knowledge? What support can we provide?

Use adverb phrases and adverbial clauses of reason, concession, result, etc. to justify one's behaviour, decision and point of view in a variety of situations	We have put more chairs in the school hall <u>in order that more people can be accommodated</u>. <u>As a result of</u> the new law, many foreign workers are allowed to work in Hong Kong. <u>Owing to</u> the heavy rain, the concert was cancelled. The two friends have fallen out <u>due to</u> a misunderstanding. Mr. Lee has decided to stop selling deep-fried snacks in the tuck shop <u>because of</u> parental pressure.
Use imperatives, sequence words and formulaic expressions, etc. to give instructions in a variety of contexts	The Teaware Museum is in Hong Kong Park. <u>Go</u> by MTR. <u>Get off</u> the train at Admiralty. <u>Then, take</u> the Pacific Place exit. From there, it's only a 5-minute walk. <u>First, search</u> in the library catalogue for all the books on this topic. <u>Scan</u> the contents page and index to locate useful information. <u>Next, collect</u> illustrations, photos or <u>make</u> your own models. <u>After that,</u> you should carefully consider your own views on the matter. <u>Then, organise and present</u> your materials in an interesting manner. <u>Finally, make sure</u> you hand in your work on time.

How do these language functions relate to the learning outcomes of different content subjects?

Students should learn	Students should be able to	Suggested learning and teaching activities
• Variation	• Recognise that variations are determined by heredity and the environment • Give examples of continuous variation and discontinuous variation in humans • Construct and interpret bar charts and histograms showing the distribution of variations in a group	• Search information on some continuous and discontinuous variations in humans • Conduct a survey about a discontinuous variation in the class and present the data in a table and in a bar chart • Conduct a survey about a continuous variation in the class and present the data in a table and in a histogram
• Identical and non-identical twins	• Distinguish between the occurrence of identical and non-identical twins • Recognise that variations between identical twins are due to differences in their experiences and the environment	• View animations about the formation of identical twins and non-identical twins • Discuss about the factors affecting the differences between a pair of identical twins

Personal, Social & Humanities Education Key Learning Area

History Curriculum Guide (Secondary 1 – 3)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2019

Topic & enquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods

9. **International conflicts and crises in the 20th century (I) – the two world wars**
 	
- What did people learn from the two world wars?
	• Relations among countries in Europe, America and Asia and reasons for their conflicts before the two world wars
	• Decolonisation of Asia and Africa, and the rise of the "Third World" in the post-war period
	• Case study (Choose 1 out of 2, study one more case for the extended part*):
	  - Wars and inventions: the total war, new military warfare, and other inventions (e.g. medicine and daily necessities, etc.)
	  - Genocide: using the Holocaust as an example
		• What were the causes for the outbreak of the two world wars?
		• Was the Second World War a continuation of the First World War?
		• How did the two world wars change the international situation?
		• How did the two world wars change the mode of wars? What are the wartime inventions that have subsequently become our daily necessities?
		• What is Genocide? Why were the Jews massacred by the Nazi? What reflections did the Germans have in the post-war period? How can we avoid making the same mistake?
			✓ Analyse change and continuity
			✓ Analyse the turning point of history
			✓ Induce the characteristics
			✓ Understand different interpretations of major historical issues
			✓ Analyse how historical events connects with daily lives
				18

Cognitive Discourse Functions

- When studying **ecosystems** in Science / Geography, students may be asked to:

  1. **identify** characteristics of various ecosystems

  2. **describe** animal and plant adaptations to various ecosystems

  3. **compare** animal and plant adaptations in various ecosystems

  4. **explain** how animals and plants adapt to various ecosystems

  5. **evaluate** the consequences of changes in various ecosystems

Cognitive Discourse Functions

- When studying **First World War** in History, students may be asked to:

  1. **identify** the major countries involved and their respective alliances

  2. **explain** the impact of new technologies (e.g., poison gas) on the conduct of the war

  3. **evaluate** the effectiveness of different military strategies employed

  4. **examine** the political, economic, and social consequences of the war

  5. **assess** the long-term impact of the war on global politics and international relations

- "key uses of academic language" (Gottlieb, 2016, p. 82)

Cognitive Discourse Functions

Function type	Communicative intention	Performative verbs
Categorize	I tell you how we can cut up the world	classify, compare, contrast, exemplify, match, structure, categorize, subsume
Define	I tell you about the extension of this object of specialist knowledge	define, identify, characterize
Describe	I tell you details of what can be seen (also metaphorically)	describe, label, identify, name, specify
Evaluate	I tell you what my position is vis-a-vis X	evaluate, argue, judge, take a stance, critique, comment, reflect, justify
Explain	I give you reasons for and tell you causes of X	explain, reason, express cause/effect, deduce, draw conclusions
Explore	I tell you something that is potential	explore, hypothesize, predict, speculate, guess, estimate, simulate
Report	I tell you about something external to our immediate context on which I have a legitimate knowledge claim	report, inform, summarize, recount, narrate, present, relate

Cognitive Discourse Functions

- "CDFs form **a link between cognition and language** or thinking and speaking/writing. As such, they are a bridge between content learning objectives, the specific types of communication (literacies) associated with academic subjects, and **the language used to express knowledge and thinking**." (Morton, 2020, p. 8)

- "Using CDFs as building blocks provides **a much more focused and principled integration of content, literacy and language** than simply dealing with language in a random or incidental fashion. They also provide a framework for assessing learners' academic language competence, and this can be used both by teachers and researchers." (Morton, 2020, p. 11)

Rhetorical Functions across KLAs (CDC, 2018)

Examples of Rhetorical Functions	Language Items (Examples)	Examples
Comparing/Contrasting	*"However"*, *"on the contrary"*, *"similarly"*	*Some historians think that the paintings had entertainment functions.* <u>*However*</u>, *these paintings were usually found at…*(PSHE)
Sequencing	*"After", "before", "then"*	*Clean the food thoroughly* <u>*before*</u> *cooking…*(TE)
Explaining	*"Since", "because of", "as a result (of)"*	<u>*As a result*</u>, *more sulphur dioxide is produced…*(SE)
Describing	Adjectives, relative clauses	<u>*Larger*</u> *current makes the bulb* <u>*brighter*</u>*…* (SE)
Defining	*"Refers to", "is known as"*	*Osmosis* <u>*refers to*</u> *the diffusion of fluid…*(SE)
Making suggestions	*"Can", "may", "suggest"*	*The government* <u>*can*</u> *make better use of the land through…*(PSHE)
Giving instructions	Imperatives	<u>*List*</u> *the characteristics of the four phases in the long jump…*(PE)
Presenting facts	Present tense	*A computer system* <u>*consists*</u> *of…*(TE)
Presenting past events	Past tense	*The waltz* <u>*was*</u> *originally a peasant dance in Austria…*(AE)
Making assumption	Conditional clauses, *"let"*, *"suppose"*	<u>*Suppose*</u> *Jane's salary is $10,000 now. What is the percentage of…* (ME)

Text Types and Genres in ELT Materials

Essay		Formal letter/email		Informal letter/email	
Discursive essay	176	Complaint letter	47	Advice letter	61
Expository essay	85	Formal informational letter	38	Personal news letter	33
Factorial essay	31	Application letter	30	Informal Informational letter	29
Consequential essay	27	Opinion as a response letter	28	Informal invitation letter	27
Factorial and consequential essay	15	Reference letter	12	Informal apology letter	7
Descriptive essay	58	Formal invitation letter	8	Informal letter of request	3
Solutions to a problem essay	23	Making suggestions formal letter	8	**Review**	
Article		Formal apology letter	6	Book/film review	39
Descriptive article	40	Formal letter of request	6	**Story**	
Expository article	31	Solutions to a community problem letter	5	Short story	78
Informational article	9	Nomination letter	4	**Report**	
Solutions to a problem article	8	Resignation letter	3	Data report	100
				Personal observation report	76

Text Types and Purpose of Texts in Geography

Broad text purpose	Text type family	Text type	Purpose
Informative	Procedural	Protocol	To list conditions under which something is to be done, such as protocols for consulting with Aboriginal and Torres Strait Islander Peoples when undertaking research
	Chronicling	Factual recount	To record information and data and to evaluate their significance, such as recording data from fieldwork
	Reporting	Factual description	To describe the characteristic features of particular people and places, such as the human and environmental features of places
		Descriptive report	To describe and provide generalised information about human and environmental phenomena, such as urbanisation or geomorphic processes
		Classifying report	To describe a class or group of things, such as types of landscapes, biomes or settlements
	Explaining	Sequential explanation	To explain in a sequence the phases of a process to reveal how the process occurs, such as the water cycle or a supply chain
		Causal explanation	To explain why a process occurs, including cause and effect, such as human-induced environmental change
		Factorial explanation	To explain the multiple causes of one outcome, such as food scarcity
		Consequential explanation	To explain the multiple outcomes or effects of one phenomenon, such as the effects of a natural disaster

Text Types and Purpose of Texts in Geography

Broad text purpose	Text type family	Text type	Purpose
Persuasive	**Persuading**	Exposition (analytical)	To argue for a particular point of view substantiated with evidence (persuading that)
		Exposition (hortatory)	To argue that a particular action should be taken (persuading to)
		Discussion	To discuss two or more points of view before making a judgement
		Challenge	To argue against a point of view

Text Types and Purpose of Texts in History

Broad text purpose	Text type family	Text type	Purpose
Informative	Chronicling	Biographical recount	To recount the significant events and stages in a person's life before making a judgement
		Historical recount	To recount events from the past before making a judgement or drawing conclusions about their significance
		Historical account	To account for and explain historical events before making a judgement or drawing a conclusion, such as explaining the significance of an event, what caused an event, the sequence of events, or the effects of an event
	Reporting	Descriptive report	To describe and provide generalised information about a historical period of time or a significant historical event
	Explaining	Sequential explanation	To explain in a sequence the phases of a process, including long term causes and short-term triggers, such as the causes of World War I
		Causal explanation	To explain why an event occurred, including cause and effect
		Factorial explanation	To explain the multiple causes of one event or historical phenomena
		Consequential explanation	To explain the multiple effects of one event or historical phenomena including intended and unintended consequences

Text Types and Purpose of Texts in History

Broad text purpose	Text type family	Text type	Purpose
Persuasive	**Persuading**	Exposition (analytical)	To argue for a particular point of view substantiated with evidence
		Discussion	To discuss two or more points of view before making a judgement
		Challenge	To argue against a point of view

Text Types and Purpose of Texts in Science

Broad text purpose	Text type family	Text type	Purpose
Informative	Procedural	Procedure	To instruct someone how to do something, through a series of steps, such as an experiment (active voice)
		Protocol	To list conditions under which something is to be done, for example, safety considerations in for an experiment (active voice)
		Procedural recount/design	To record steps taken to carry out an investigation, such as an experiment or data collection (passive voice)
	Chronicling	Factual recount	To document a sequence of events to record what happened such as timelines, observations from a field trip or excursion
	Reporting	Factual description	To describe the characteristic features of an object or a process
		Descriptive report	To describe and provide generalised information about a phenomenon, model or concept
		Classifying report	To describe the common and discerning characteristics of classes of things, such as the classification of living things
	Explaining	Sequential explanation	To explain in a sequence the phases of a process to show how the process occurs, such as the processes of rock formation
		Causal explanation	To explain why a process occurs, including cause and effect
		Factorial explanation	To explain the multiple causes of one effect
		Consequential explanation	To explain the multiple effects of one cause

Text Types and Purpose of Texts in Science

Broad text purpose	Text type family	Text type	Purpose
Persuasive	**Persuading**	Exposition (analytical)	To argue for a particular point of view substantiated with evidence (persuading that)
		Exposition (hortatory)	To argue that a particular action should be taken (persuading to)
		Discussion	To discuss two or more points of view or a range of perspectives on an issue before making a judgement or recommendation
		Challenge	To argue against a point of view

Key Language Uses

Narrate	• To convey real or imaginary experiences through stories and histories
Inform	• To convey and provide factual information • To define, describe, compare, contrast, organise, categorise, or classify concepts, ideas, or phenomena
Explain	• To give an account for how things work or why things happen
Argue	• To justify claims using evidence and reasoning • To advance or defend an idea or solution, change the audience's point of view, bring about action, or accept a position or evaluation of an issue

Deconstructing Texts

Purpose, audience, layout, etc.

Tenses, active vs. passive, connectives, etc.

Text type → **Stages / Moves** → **Linguistic features**

Function and purpose of each paragraph / section

Graphic Organizers

Resource Package on "The Integrative Use of Generic Skills"

in Junior Secondary Subjects
in Personal, Social and Humanities Education Key Learning Area

Produced by Shiu Ling Po, Fung Man Yuk and Hau Kit Tai

Personal, Social and Humanities Education Section
Curriculum Development Institute
Education Bureau
2017

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/references-and-resources/Resource_Package_on_The_Integrative_Use_of_Generic_Skills%20(3).pdf

Graphic Organisers / Cognitive Tools

- Visual representations: Collect, organise, process, and present data and information

- Can assist students in their thinking and expression of ideas, as well as strengthen their cognitive functioning

- Can delineate the relationship between different ideas

- Can reduce cognitive load and help learners construct and plan their ideas
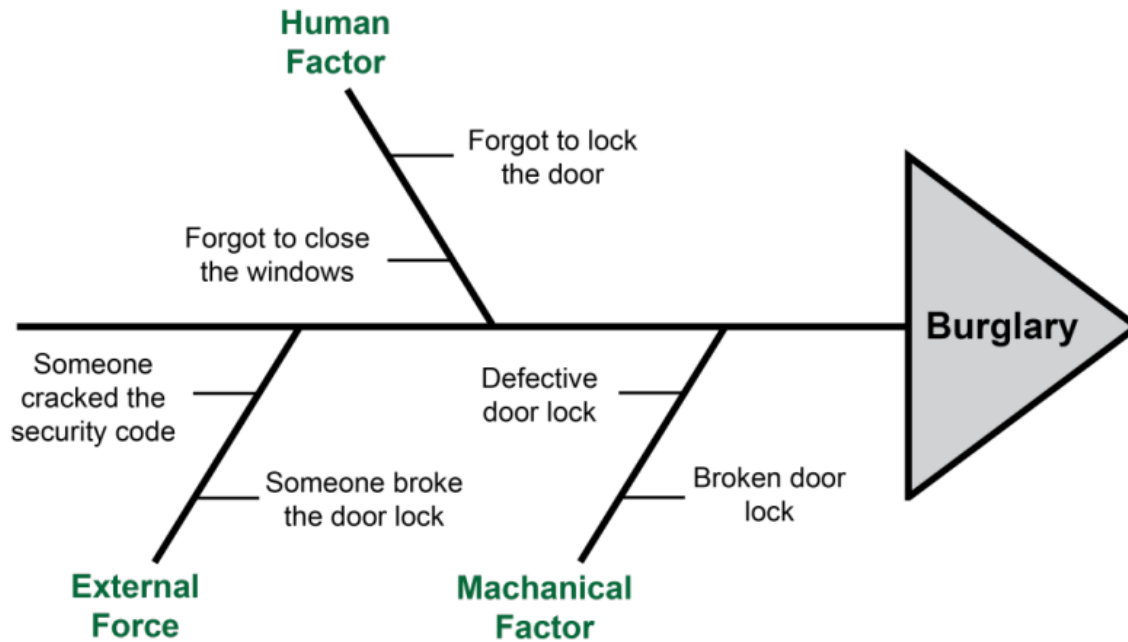
Figure 3.2 Example of a cause-and-effect fishbone diagram
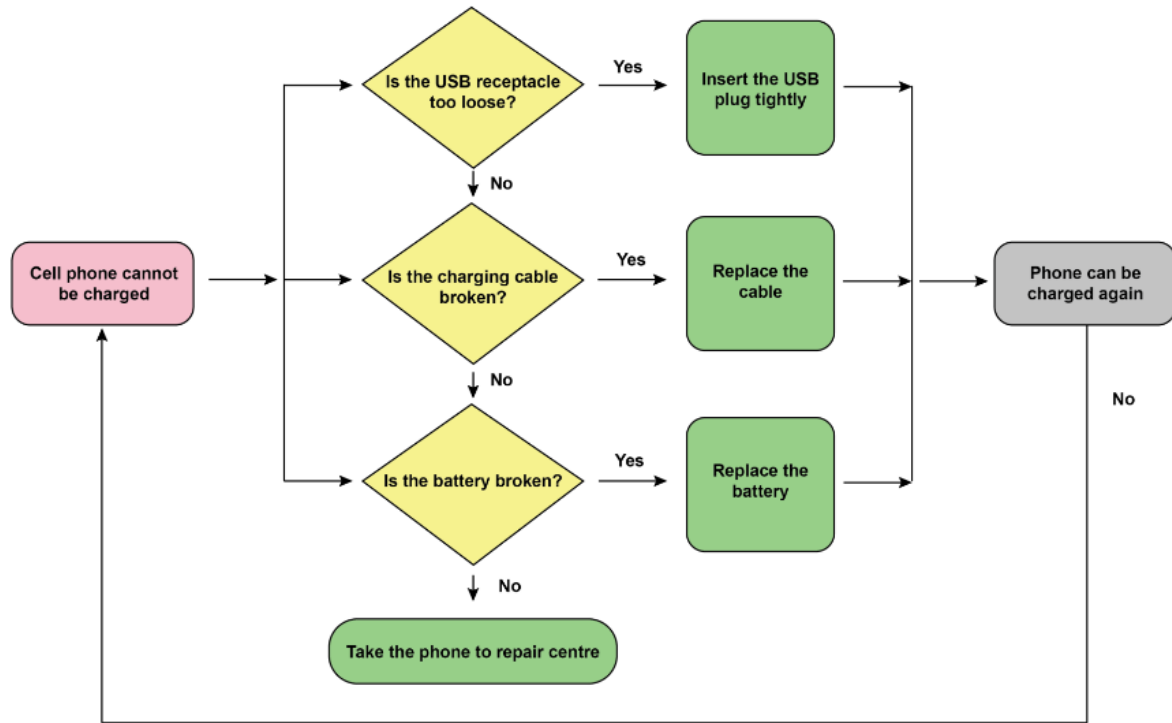
Figure 3.4 Example of a flowchart
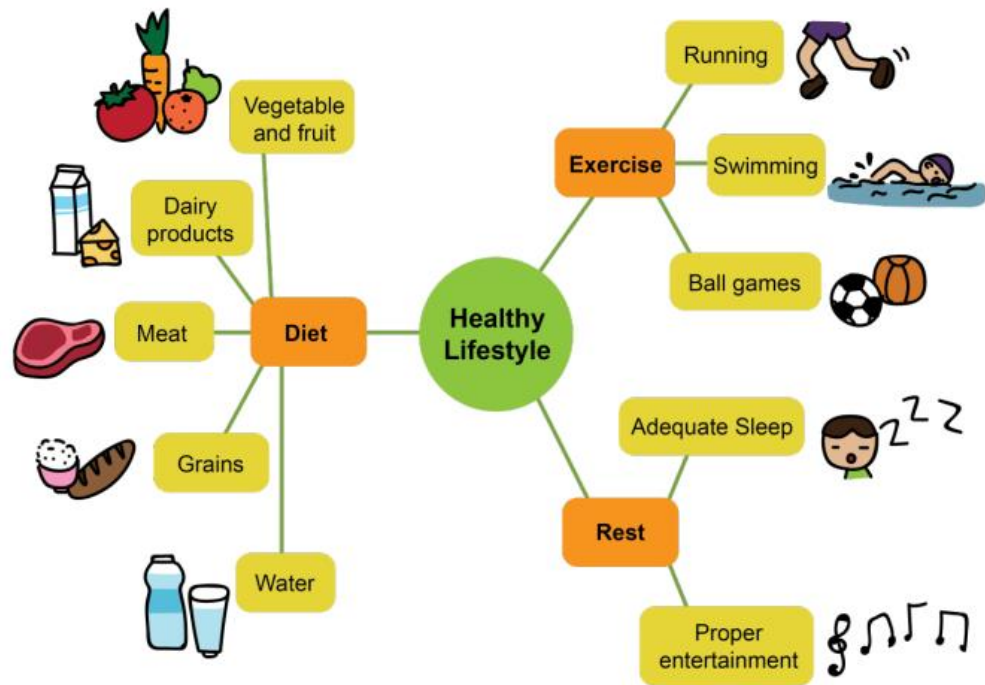
Figure 3.5 Example of a mind map

The Second World War

Europe

| Germany invaded Poland | Invasion of the Soviet Union | | Invasion of Normandy |

| 1937 | 1938 | 1939 | 1940 | 1941 | 1942 | 1943 | 1944 | 1945 |

Japan further invaded China

Japan invaded Pearl Harbor | Battle of Midway | Atomic bombings of Hiroshima and Nagasaki

The fall of Hong Kong

The end of WWII

The Pacific
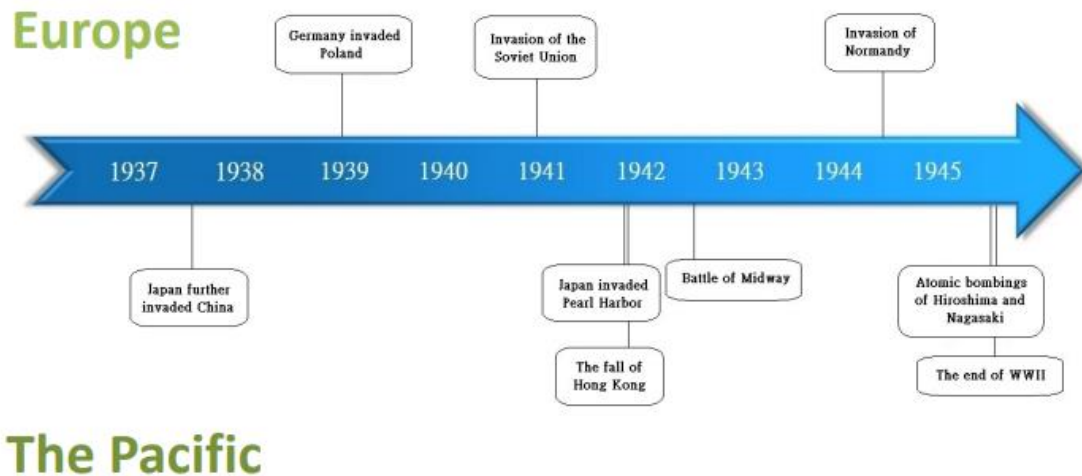
Figure 3.6 Example of a timeline
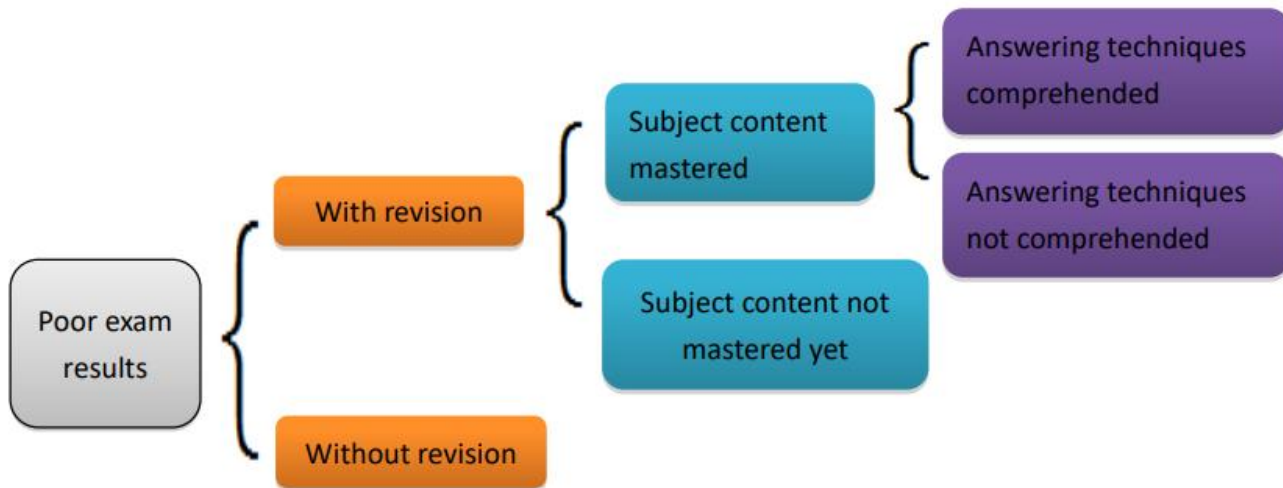
Figure 3.7 Example of a logic tree

Fig. 4.5 Frayer Model
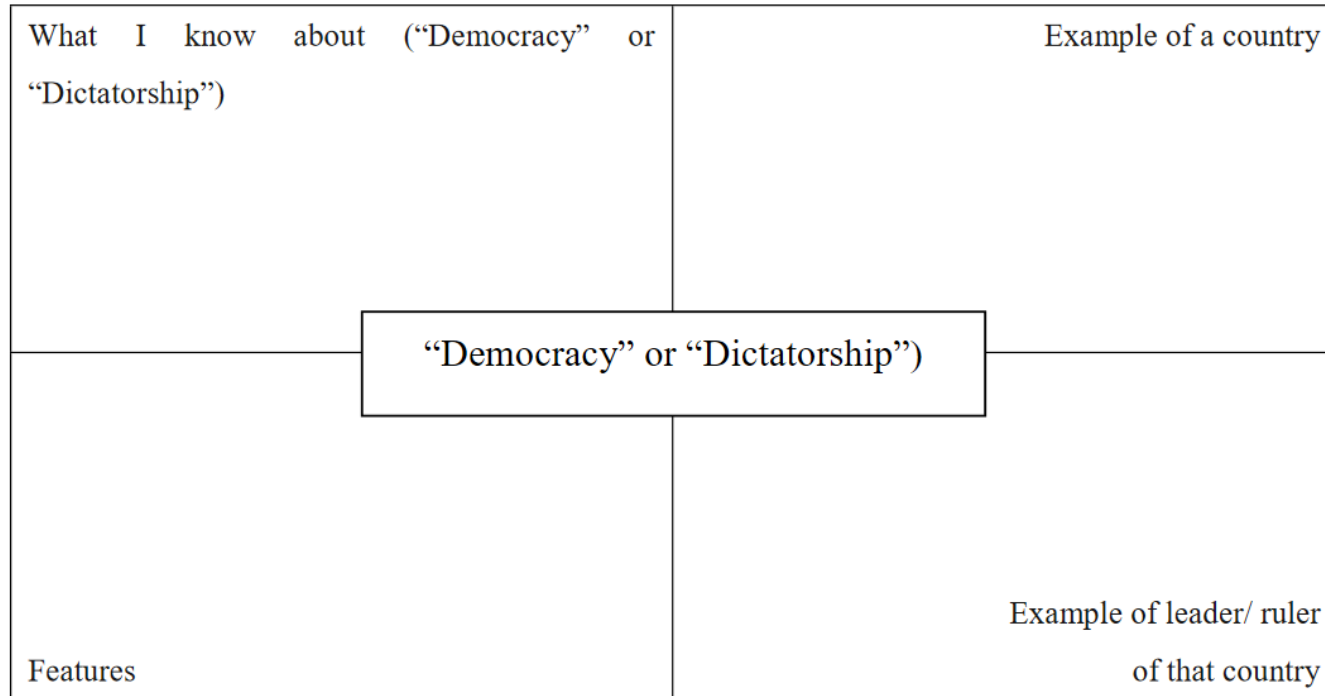
What I know about ("Democracy" or "Dictatorship")	Example of a country
"Democracy" or "Dictatorship")	
Features	Example of leader/ ruler of that country

The Use of **Graphic Organizers** to Enhance Thinking Skills in the Learning of Economics
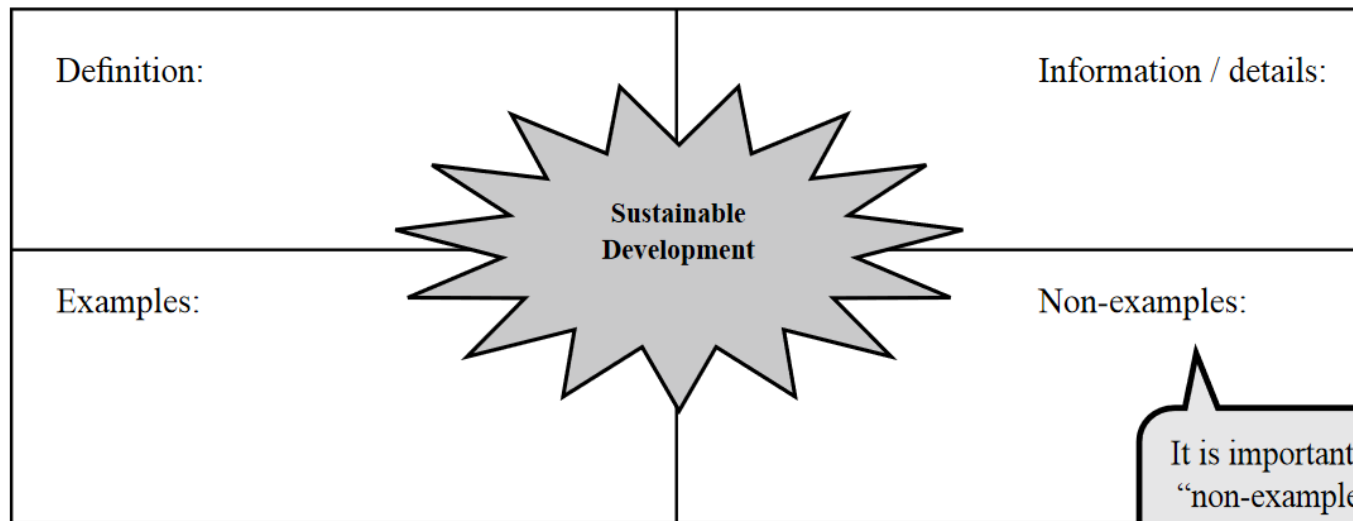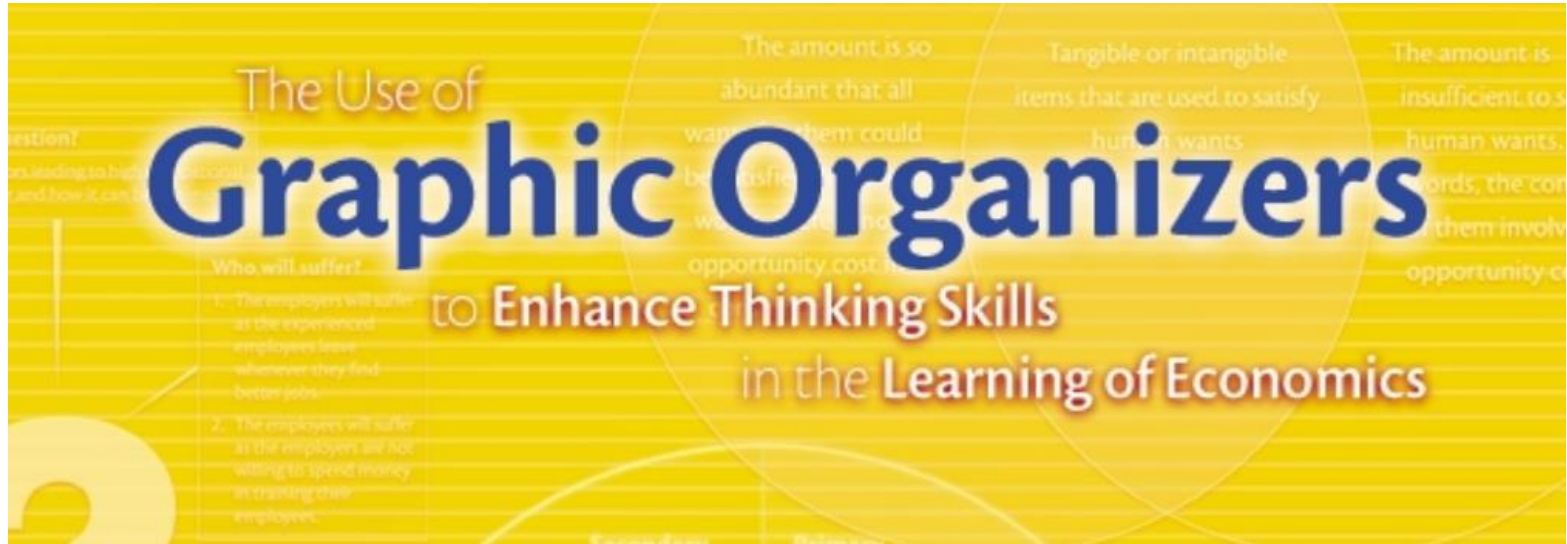
https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/references-and-resources/economics/use_of_graphic_organizers.pdf

Benefits to Students

- Understand the concept of part to whole
- Record relationships
- Clarify and organize ideas
- Improve memory
- Comprehend texts
- Recognize and assimilate different points of view

The Use of Graphic Organizers

Benefits to Teachers

- Show and explain relationships between and among content
- Make your lessons interactive
- Help visual learners to acquire information more easily
- Motivate students
- Assist students in prewriting techniques
- Assess what students know

Big Question Map

What? (The Question)

When?

Who?

Where?

Why?

How?
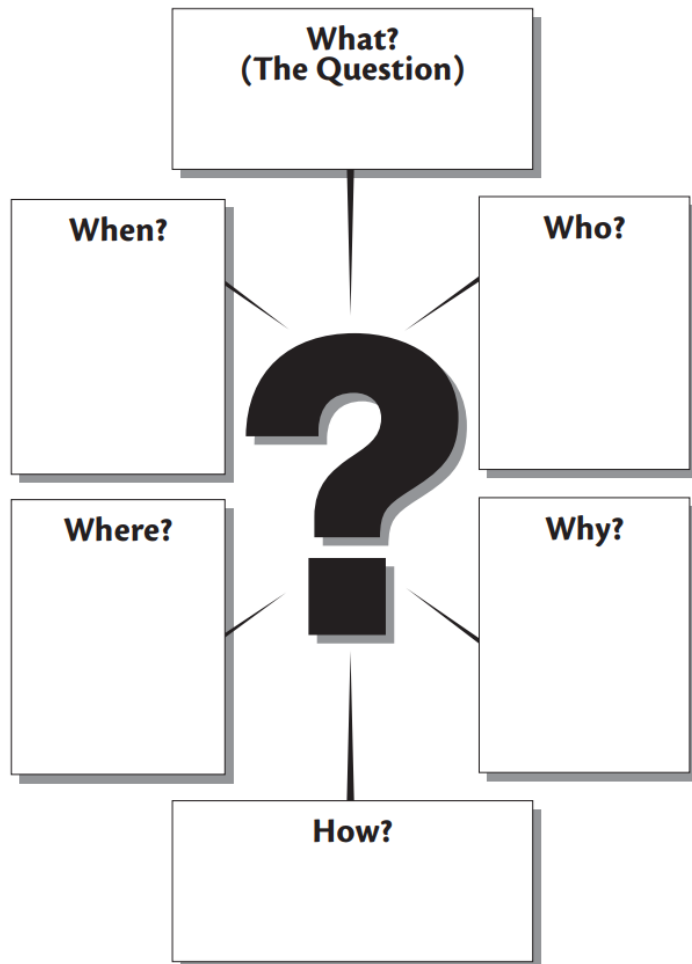
Topic :

Occupational Mobility of Labour

What is the question?

What are the factors leading to high occupational mobility of labour and how it can be minimized?

When did the problem start?

The problem has been existing for a long time. It becomes more serious when employees strongly feel that they are unfairly treated by their employers.

Who will suffer?

1. The employers will suffer as the experienced employees leave whenever they find better jobs.

2. The employees will suffer as the employers are not willing to spend money in training their employees.

Where can we seek help to solve the problem?

1. The Labour Department
2. The Labour Union
3. The Trade Union
4. Research experts

How comes the problem?

1. Employers are inexperienced in improving employer-employee relationship.

2. Employees feel that they are underpaid and poorly treated.

3. The searching cost is relatively low as the access of information of new jobs is easy.

How can we solve the problem?

1. Conduct research and interviews to identify the causes of high mobility of labour.

2. Conduct research and interviews to identify what employers are willing to do to improve labour loyalty to their companies.

3. Encourage communication between employers and employees to solve the problem of high mobility.

Circle Organizer

Event 6

Event 1

Concept

Explanation

Event 5

Event 2

Event 4

Event 3

Assume the new loans from bank F are re-deposited into Bank A and the process goes on and on.

The total money supply thus created (including the initial amount) would be: $1,000 x 1/0.2 = $5,000

Bank F
Deposit received = $327.7
Required reserves = $65.5
New loans = $262.2

Bank A
Deposit received = $1,000
Required reserves = $200
New loans = $800

Multiple Money Creation
Assume:
1. There are many banks
2. Required reserve ratio = 20%
3. Initial deposit = $1,000
4. Banks keep no excess reserves
5. All loans are re-deposited in banks

Bank E
Deposit received = $409.6
Required reserves = $81.9
New loans = $327.7

Bank B
Deposit received = $800
Required reserves = $160
New loans = $ 640

Bank D
Deposit received = $512
Required reserves = $102.4
New loans = $409.6

Bank C
Deposit received = $640
Required reserves = $128
New loans = $512

Compare Map

Left diagram (blank template):

Illustration — Criterion — Illustration

Criterion

Concept — Criterion — Concept

Criterion

Criterion

Right diagram (filled):

2 to 50 — **Number of Shareholders** — unlimited (min. 2)

Limited liability — **Liability** — Limited liability

Private Limited Company — Shares cannot be traded in the stock market — **Trading of Shares** — Shares can be traded in the stock market — **Public Limited Company**

Disclosure is not required — **Disclosure of Company Finance** — Must be disclosed to the public

Discussion Map

(Reasons For)

(Reasons Against)

```
┌─────────────┐                 ┌─────────────┐
│             │                 │             │
│             │                 │             │
│             │   ┌──────────┐  │             │
│             │   │Question/ │  │             │
│             │ ← │  Issue   │ →│             │
│             │   │          │  │             │
│             │   └──────────┘  │             │
│             │                 │             │
│             │       ⬭         │             │
│             │   Conclusion    │             │
│             │ →    and     ←  │             │
│             │  Justification  │             │
│             │                 │             │
└─────────────┘                 └─────────────┘
```

Topic : Protectionism

(Reasons For)

(Reasons Against)

(Reasons For)		(Reasons Against)
The local computer industry can develop under the protection	**The Issue** **Hong Kong should impose a tariff on the import of computer products from other countries.**	The variety of computer products is limited
The reduction of import will lead to a reduction of trade deficit		More local resources are allocated to the production of computer products which are not yet efficient in resource utilization
The development of the local computer industry will bring along with an increase in employment rate	**Conclusion and Justification** **Hong Kong should not impose tariff on imported computer products as this would limit our choice in using high technological products. In turn, our computer literacy would then be lowered.**	Total world production of computer products is reduced
Local computer producers are willing to spend more money in researching new products as their market are secured		The price of locally produced products will be higher than those imported from abroad

| Graphic Organisers	Language Patterns	Examples
Venn diagrams (Comparing two or more ideas)	• *Both …* • *Similar identical to …* • *One has … but the other does not.* • *In contrast*	
Cycles (Connecting a series of events / processes)	• *Before … after …* • *To begin … at the end …* • *Initially … subsequently …* • *In the first place … followed by … concluded with …*	
Cause and effect (Establishing a relationship)	• *When / If … then …* • *Because …* • *Unless …* • *Without … cannot/will not …*	
Semantic web (Identifying related ideas to a theme or concept)	• *These are all …* • *These are different ways …* • *There are connections among …* • *These are linked to …*	
T-chart (Showing two sides of a topic, e.g., for or against)	• *One argument for …* • *An advantage of …* • *When comparing … and …* • *One notable characteristic of …*	

Explanatory Notes to
Junior Secondary Mathematics Curriculum

Secondary 1 - Secondary 3

In Learning Objective 5.1, students are required to calculate the percentage change from the given original value and new value. Students are required to understand that it is an increase of 20% (can be expressed as "the percentage change is +20%") from 100 to 120, but not a decrease of 20% from 120 to 100. Students are required to master the relation amongst the original value, the new value and the percentage change. They are required to recognise that percentage change can also be called "percentage of change".

Teachers may use the following diagrams to help students understand the concept of percentage change.
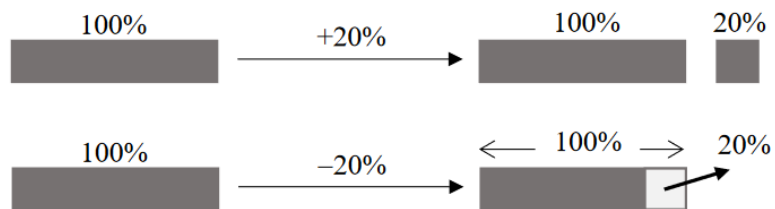
Cross-Curricular Collaboration

Personal, Social & Humanities Education Key Learning Area

History Curriculum Guide (Secondary 1 – 3)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2019

3.4.4 Cross-curriculum collaboration

Cross-curriculum collaboration can take place among the subjects within the PSHE KLA. The common practice is collaboration between History and Chinese History teachers such as co-organising different life-wide learning activities namely museum visit, field trip to Ping Shan Heritage Trail and study tours to Guangzhou and Quanzhou to learn about the history of the Silk Road / Maritime Silk Road and the Islamic civilisation in Asia which are some of the common topics related to the two history subjects. Furthermore, when teaching some topics such as "the experience of the early Chinese labourers in the US", teachers of the two history subjects can co-organise a knowledge enrichment talk for students to understand the history of oversea Chinese and their heart-touching stories. Another usual partner for History subject is Geography. For example, History and Geography teachers can jointly organise a field trip to Cheung Chau to study the "Cheung Chau Jiao Festival" as well as "the physical environment and coastal landforms of Cheung Chau".

Moreover, cross-KLA collaboration is also possible and an obvious example is "language across the curriculum", which is one of the key focuses in the updated PSHE KLA Curriculum Guide. According to MOI policy in schools, History is usually one of the subjects which require collaboration with English teachers and provide English teachers with the historical context to teach specific terms and sentence patterns. For example, History teachers can provide the historical background of the Second World War and Hong Kong under Japanese occupation in S3 lessons while English teachers provide students with vocabulary or phrases related to the above-mentioned historical events, give them quotes about wars and train them interview skills to enable the students to investigate the historical sites relevant to the Japanese occupation in Hong Kong and collect tourists' views on the Second World War during a field trip to Stanley on Hong Kong Island.

Do you do this kind of analysis with your students before they write (esp. DSE ENG P2 + P3B)?

Do you teach these text types in English lessons?

- **RAFT**

RAFT is an acronym for Role, Audience, Format and Topic. In a RAFT activity, students are given different roles and they need to write on given topics with particular formats for specified audiences. The focuses of the example below (Fig. 4.9) are to enable students to understand how the Jews suffered from the Holocaust during the Second World War. Students assume a specific role and write to a target audience. This activity helps students learn about past events in an empathetic manner.

Fig. 4.9

| Role	Audience	Format	Topic
The Girl in Red (A character in the movie, *Schindler's List*)	Her parents	Message for help	Save me!
A German woman who is married to a Jew (A character in the movie, *Life is beautiful*)	Nazi officer at the train station	Request letter	We want family reunion!
Anne Frank (A Jewish girl)	Family members of Anne Frank	Diary	We are being arrested!
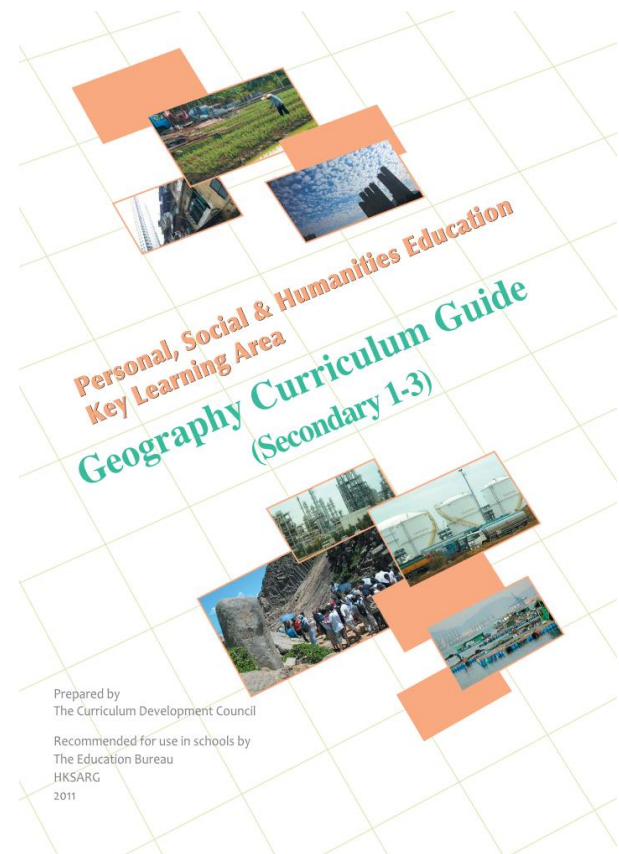
3.4.3 Cross-curricular collaboration

Owing to the specific nature of the subject, it is relatively easy for geography teachers to cooperate with other subjects in developing cross-curricular learning. This helps to develop students' multiple perspectives which are needed in many senior secondary subjects. Geography teachers can cooperate with History and Life & Society teachers on designing cross-curricular learning programmes on topics like "City", "Food" and "Industry". Teachers can integrate these topics with the modules "Growth and Development of Hong Kong in the Twentieth Century" in History and "Global City", "An Overview of the Chinese Economy" and "International Interdependence" in Life & Society to enable students to study relating issues from multiple perspectives and make use of the knowledge and skills learnt in different subjects.

Another possible partner for cross-curricular collaboration will be the science subjects. Concepts learnt from the science topics of "Energy", "Living things and air" and "Looking at living things" provide background knowledge for students to understand the geography topics of "Climate Change", "Energy" and "Ocean" thoroughly. Teachers can encourage students to carry out cross-curricular projects so that they can have a more holistic view in investigating issues relating to these topics.

Mathematics Education
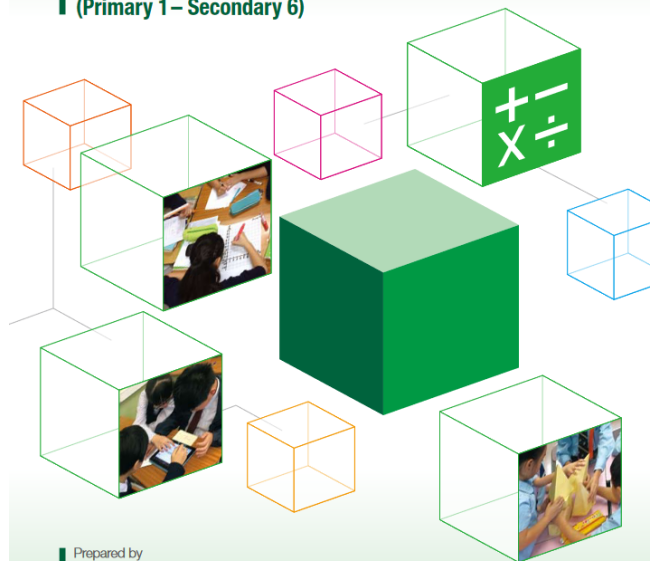
Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)

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Linkage with other KLAs

Linkage between the Mathematics Education KLA and other KLAs are exemplified in the following paragraphs.

In the Chinese Language Education and English Language Education KLAs, mathematical concepts are essential if students are to understand essays with mathematical and statistical content. When reading information texts, students often have to extract relevant information from tables, charts and graphs, etc. to explain facts, infer results and draw logical conclusions.

Arts Education

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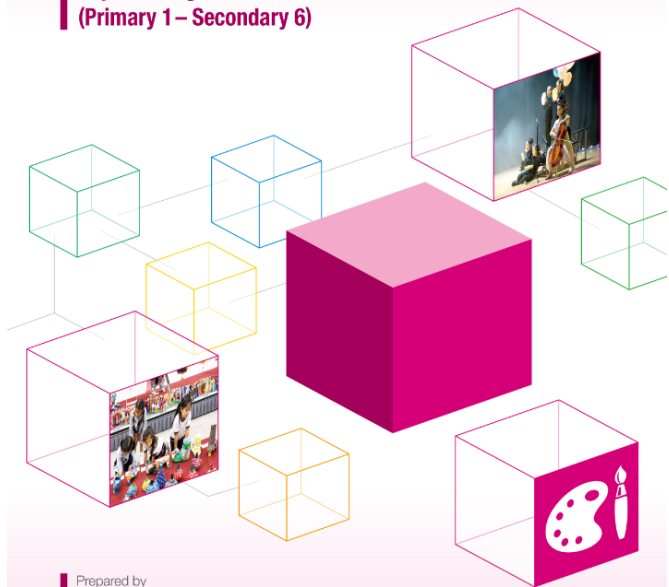
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Impressionist Arts

Chinese Language Education
Imagine entering the scene of an Impressionist painting, and create a poem to express the experience inside the painting

English Language Education
Compose a piece of writing about how an Impressionist painting is perceived by the five senses

Mathematics Education
Study the mathematical concept of the golden ratio, and explore how it is manifested in Impressionist arts, e.g. Seurat's paintings and Debussy's music

Personal, Social and Humanities Education
Study the social background of France in the 19th century and discuss its connection with the French Impressionism

Science Education
Explore the characteristics of subtractive and additive colours with differences in light and shades, and how the Impressionist painters used subtractive colours to express vivid natural light

Technology Education
Create LED lighting effects to reflect the melodic contour, rhythms, tempi, dynamics and texture of Impressionist music

Physical Education
Create body movements with Impressionist music

Arts Education
Analyse paintings and music of Impressionism with appropriate arts-related terms and discuss the common characteristics of Impressionist arts

Physical Education

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(Primary 1 – Secondary 6)

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Table 3.3　Examples of collaboration with other KLAs

KLAs	Examples of Linkage with PE
Chinese Language Education	• 透過閱讀及聆聽有關體育的文獻及資料，啟發堅毅不屈、努力不懈的體育精神 • 透過講述或寫作，增加對體育活動的了解，從而提升對運動的興趣，促進學生的健康，並幫助他們建立積極及活躍的生活方式
English Language Education	• To engage in different learning tasks and activities that examine the importance of participation in regular physical activity • To facilitate reading, viewing and producing a range of texts in the sports contexts
Mathematics Education	• To measure the sports facilities by using suitable tools and standard units • To calculate energy intake and expenditure to help control weight • To measure the heart rate for monitoring the exercise intensity
Science Education	• To understand the biological responses during exercises • To apply scientific knowledge to improve the performance in sports
Technology Education	• To use portable devices to improve physical skills and to assist in the appreciation of human movements • To understand the relationship between sports equipment and human movements
Personal, Social and Humanities Education	• To understand the impacts of environmental, cultural and ethnical factors in major sports events • To enrich students' learning experiences in sports events • To cultivate positive values and attitudes towards participation in sports

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pe/curriculum-doc/PEKLACG_e.pdf

Continuum of Collaboration Approaches

Compliance	Teachers' minimal presence and reluctance to share their professional space/environment, whether physical, related to knowledge, or pertaining to teaching methods
Cooperation	"Pulling out" students of regular content lessons or "pushing in" language teachers to subject classes to support students' language development
Partnerships	"One teach, one observe", parallel teaching, alternative teaching, or station teaching
Convergence	Language teachers introducing key vocabulary and structures prior to the subject lesson, or in shared classrooms with the practice of "one teach, one assist"
Co-teaching	Teachers sharing the teaching space, either taking turns or co- constructing pedagogic action together (e.g., making notes on the board, paraphrasing what is said, modeling language use, helping students actively participate in lessons)
Creative co-construction	Teachers' pedagogical repertoires and potential being enriched as they learn from each other, adopting and modifying each other's practices

Barriers Preventing Effective Collaboration

- A lack of effort and an attitude that collaboration is not worthwhile (Davidson, 2006)

- Personality clashes between teachers (Friend & Cook, 2010)

- Different philosophies of teaching (Arkoudis, 2006)

- Power struggles among teachers (Creese, 2005; Friend & Cook, 2010; McClure & Cahnmann-Taylor, 2010)

- Negative attitudes toward having to teach ELLs in the mainstream classroom (Walker et al., 2004)

(Bell & Walker, 2012, p. 16)

Ingredients of Successful Collaboration

Equal status / Non-hierarchical (a shared understanding of challenges + personal commitment)

Administrator support

Planning

Communication + Problem-solving skills

Pedagogical repertoires

Appreciation + Respect (e.g., complementary expertise)

Staffing arrangements

Resources (e.g., time)

Logistical considerations

(Bell & Baecher, 2012; Bell & Walker, 2012; Pham & Unaldi, 2022; Zappa-Hollman, 2018)

Elements of Collaboration

- Share information about the context of the English language classroom and content classroom
- Discuss students' challenges with the linguistic complexity of the language of the discipline
- Share key concepts
- Share planned activities or co-plan activities
- Modify learning objectives to meet the needs of the students
- Discuss ways to deconstruct the language of (e.g., mathematics)
- Modify word problems
- Select content and everyday vocabulary to focus on
- Discuss linguistic features and complexities that need to be resolved
- Select key content concepts
- Select language functions critical to success with these key concepts
- English language teachers and math teachers develop complementary language and content objectives

(DelliCarpini & Alonso, 2013)

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Text Size

Home > Education System and Policy > Primary and Secondary Education > Secondary Education > Medium of Instruction

Medium of Instruction

Enriching Our Language Environment
Realising Our Vision
Fine-tuning of Medium of Instruction for Secondary Schools

Fine-tuning of Medium of Instruction (MOI) for Secondary Schools

https://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-secondary/moi/index.html

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Home > Education System and Policy > Primary and Secondary Education > Secondary Education > Medium of Instruction > **Support and Resources > Language Support Programmes and Learning Materials for Secondary Schools**

[Archive] Language Support Programmes and Learning Materials for Secondary Schools

The following gives brief descriptions of the language support programmes and learning materials available for secondary schools:

(1)Bridging English Across Primary and Secondary Education (1996) (For bridging from Primary 6 to Secondary 1)

- This booklet is designed for teachers who have to help students master the English language on transferring from Primary 6 to Secondary 1.

- The contents of this booklet are presented in the question-and-answer format for easy reading. It makes suggestions to teachers on how to approach the problems arising from the English gap.

Bridging English

across

Primary and Secondary Education

English Unit
Curriculum Development Institute
Education Department
1996

APPENDIX 2

Simplifying the S1 Text Materials

NOTES FOR ALL TEACHERS :

o The sentences should not be long. Complex sentences using various adverbial clauses should be avoided at the very beginning of S1.

o The amount of new words should be limited.

o The tenses should be simple and kept to the basic forms.

o Use as much illustration (such as pictures, diagrams, charts, etc) as possible.
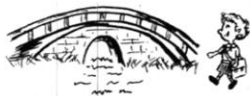
EXAMPLE 1 - SCIENCE (S1, Unit 1)

textbook "It would be very dangerous if you do not use a Bunsen burner properly and therefore safety measures need to be taken. Before starting to use a Bunsen burner you have to know its structure."

simplified "To use the Bunsen burner safely, you have to know its structure."

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A possible model is suggested in the table below:

LANGUAGE PLAN   S1   FIRST TERM 1996/7

Language items to be revised/used across the subjects

Teaching week	English Language	Mathematics	Science	Geography	History	EPA
1st week	simple present and past tenses simple sentences Vocabulary : ...	simple present tense simple sentences Vocabulary:	simple present tense simple sentences Vocabulary:	simple present and past tenses Vocabulary:	simple past tense simple sentences Vocabulary:	simple present tense simple sentences Vocabulary:
2nd week	present continuous and present perfect tenses Using "and", "but" Vocabulary:	present continuous tense Using "and" Vocabulary:	present continuous and present perfect tenses Vocabulary:	present perfect tense Using "and", "but" Vocabulary:	Present perfect tense Using "and" Vocabulary:	Present perfect tense Using "and", "but" Vocabulary:
3rd week	adverbial clauses of cause and effect, time and place guided writing Vocabulary:	adverbial clauses of time and place ...	adverbial clauses of cause and effect ...	adverbial clauses of... ...	... 	...
4th week	...	...	...	...		

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Learning in the English Medium
in Secondary 4

072.6521
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English Unit
Curriculum Development Institute
Education Department
1996

A. GENERAL LANGUAGE SKILLS

1. Reading skills
For interpreting different texts in the question papers

Economics
- skim a text to obtain a general impression and understand the overall meaning
- scan a text to locate specific information
- know what a word or phrase refers to in the previous or subsequent context
- deduce the use and meaning of unfamiliar words, phrases and expressions in context through understanding linguistic and contextual clues and by making use of previous experience of word meanings
- understand the different types of meanings of words, and the semantic associations that exist among words
- understand how sentences and parts of a sentence relate to each other
- use linguistic and contextual clues and general knowledge to determine meaning
- make use of the knowledge of the world to make sense of the text
- recognise how writing conventions affect meaning and cohesiveness
- detect faulty or misleading arguments
- proofread a text to locate and correct errors

EPA
- scan a text to locate specific information
- deduce the use and meaning of unfamiliar words, phrases and expressions in context through understanding linguistic and contextual clues and by making use of previous experience of word meanings
- understand the different types of meanings of words, and the semantic associations that exist among words
- understand how sentences and parts of a sentence relate to each other
- use linguistic and contextual clues and general knowledge to determine meaning
- make use of the knowledge of the world to make sense of the text
- recognise how writing conventions affect meaning and cohesiveness
- extract information relevant to specific tasks
- identify main and supporting ideas
- identify implied meaning through inferencing
- differentiate fact from opinion
- distinguish different points of view and argument
- detect faulty or misleading arguments
- follow and evaluate the development of a point of view or argument
- appreciate intention of writer and his/her attitude to the theme/topic
- proofread a text to locate and correct errors

History
Explain (briefly) …
Explain two ways/reasons/factors …
Explain why/how …
From the data in …, can you conclude that …
You are required to …
You are advised to …
You are reminded of …
What do you understand by …
Which of the following … (was most closely related to …)
In what ways were …
To what extent was … caused by …
Arrange the following in chronological/descending order (in terms of

Geography
Name …
Identify …
Describe …
Compare …
Calculate …
List … (according to …)
Explain (briefly) two ways/reasons/factors …
Explain why/how …
Account for …
Suggest (… reasons/ways/possible changes that) …
Suggest why …
Why … (not) …
Draw … to …
Draw a (labelled) diagram …
State … /State the functions/conditions …
State the reasons …
Explain the possible effect of …
Give two (possible/economic) reasons to explain why …
What are the possible reasons of …
What might be the reasons/background/causes/consequences of/for
Study … and then …
Refer to …/With reference to …
Using the theory of/above …,

PART ONE: The Age of Exploration

You are a member of your school's Historical Society. You are taking part in a society competition. The theme of the competition is "Great Voyages of Discovery". To begin with, you find out some of the reasons why people started exploring the world.

Read the following article and make notes on the note sheet.

Why did people explore?

There are a number of reasons why people began exploring. One of the key reasons for early explorations was the need to find food or to move away from areas of bad weather. Many of the earliest explorations were therefore probably accidental.

Later on, people started to explore new lands for trade purposes. Trade in the goods of foreign countries became important for European countries. Gold and other precious metals and stones were popular items, as were cloth and food. In the 15th century, spices such as pepper and nutmeg were amongst the most valuable products in Europe. European countries such as Spain, Portugal and Britain set up colonies overseas. The natural resources of these colonies made the mother countries very rich and powerful.

From 1419 until his death in 1460, Prince Henry The Navigator of Portugal organised many expeditions to expand Portuguese trade routes and establish Portuguese colonies. This was one of the reasons why Bartholomew Diaz set out to explore the world. Francis Drake was also asked by Queen Elizabeth 1 to bring back treasures and spices to England.

Religion also played a large part in the great voyages of the past. Christian countries, especially, wanted to spread their religion to all parts of the world. One reason for Marco Polo's journey to Asia was to introduce Christianity.

Finally, the desire for fame often sent explorers out into the world. With each of his voyages, Christopher Columbus became ever more famous. He was able to ask for (and receive) great sums of money from people who wanted to employ him.

PART ONE: Albert Einstein
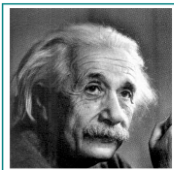
You are a member of the Joint-School Science Society. You have been asked to help with the preparation work for the Society's annual exhibition. The theme of the exhibition is, "The Greatest Scientists in the 20th Century". Since you and other members in your group admire Albert Einstein very much, you are going to introduce Albert Einstein. The emphasis will be put on his life history and his contributions to mankind.

An Article: Your team leader has found an article about Albert Einstein. Read the article, and identify his contributions to mankind. Then, in groups, discuss what young people could learn from him. Make notes on the note sheet provided.

Article

Life History of Albert Einstein

Albert Einstein was born on March 14, 1879, in Germany. From 1885 to 1892, he studied in Munich. He was very interested in mathematics. He particularly focused on calculus. In 1905, he was awarded a PhD degree by the University of Zurich for a thesis on *A New Determination of Molecular Dimensions.*
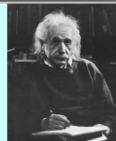
In 1908, Einstein taught at the University of Bern. The following year he became Professor of Physics at the University of Zurich. He was recognized as a leading scientific thinker. He was appointed as full professor at the Karl-Ferdinand University of Prague in 1911. In the same year, he made preliminary predictions about how a ray of light from a distant star, passing near the Sun, would appear to bend slightly in the direction of the Sun.

From 1912, Einstein began to study the general theory of relativity. In 1921, he received the Nobel Prize. However, it was for his work on photo electricity, not relativity. Besides the Nobel Prize, Einstein was awarded the Copley Medal of the Royal Society and the Gold Medal of the Royal Astronomical Society in 1925 and 1926 respectively.

In addition to his scientific contributions, Einstein made many contributions to international peace during his life. In 1944, he raised six million dollars for the war effort by hand writing his 1905 paper on special relativity and putting it up for auction. The manuscript is now kept at the Library of Congress. One week before Einstein died, he sent a letter to Bertrand Russell in which he urged all nations to give up nuclear weapons. At 4pm on April 18, 1955, Einstein died at Trenton, New Jersey.

PART ONE: Life in Ancient Greece

Your class is going to give a presentation about ancient Greece. You found some information about daily life in ancient Greece. Unfortunately, the headings of each section got mixed up.

Read the article and write the correct heading above each section.

School and education	Food	Toys and pets
The city-states of ancient Greece		Clothing and hair styles
Roles of men, women and children		Greek houses

LIFE IN ANCIENT GREECE

The earliest Greek civilisations began nearly 4,000 years ago. Yet their culture still influences our lives today, in the arts, in philosophy, and in science, maths, literature and politics.

_____

The ancient Greeks did not have one king or queen. They lived in city-states. Each city-state was a separate political unit. Daily life was a little different in the Greek city-state of Athens, for example, than it was in the city-state of Sparta or Corinth. Each city-state had its own laws, customs and way of life. The ancient Greeks referred to themselves as citizens of their individual city-states.

_____

In ancient Greece, men ran the government. They spent long periods away from home. They also took part in the Olympic games. Greek women had very little freedom outside the home, but they could attend weddings and funerals and visit female neighbours. Their main job was to look after the house and raise children. The ancient Greeks considered their children to be 'youths' until they reached the age of 30! Greek girls stayed at home until they were married. Their job was to help their mother. Greek boys helped in the fields, sailed and fished.

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Text Size

Home > Education System and Policy > Primary and Secondary Education > Secondary Ed... Instruction > Support and Resources > Language Support Programmes and Learning Mater... Schools

The resource materials here contain many useful teaching strategies and examples!

[Archive] Development of Support Measures for Student Adaptation in English-Medium Schools

The Support Measures for Student Adaptation in English-medium Schools, which consist of several sets of support materials, are developed to help Secondary 1 students adapt to the English-medium learning environment when they are allocated to an English-medium school. The Chinese University of Hong Kong was commissioned by the Education and Manpower Bureau of the HKSAR to develop the support measures.

The support measures comprise six sets of materials, which are developed from the perspective of the teachers, the students, and the school.

The support measures should be used for classroom teaching purposes only. Teachers in Hong Kong may make adaptations to and/or reproduce the materials to suit the curriculum needs of individual schools. For more effective use of the materials, teachers are advised to read through the Overview of the Programme.

Introduction

https://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-secondary/moi/support-and-resources/lsplmfs-sch/supp-eng-med-sch.html

Summary

Language **across the Curriculum**

Grammar across the Curriculum

Vocabulary across the Curriculum

Language functions across the Curriculum

Text types across the Curriculum

Skills across the Curriculum

Projects across the Curriculum

…

Thank you!

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