



Experience Sharing on Language Across Curriculum (LAC)

TWGHs Li Ka Shing College
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Background

Teachers' Concerns

- To design and pilot Language-across-the-Curriculum (LAC) learning and teaching materials for the junior forms
- To develop students' ability to learn in English

Resources

Refined English Enhancement Scheme (REES)

- 2011 – 2013
- An additional G.M. teacher
- A teaching assistant
- Geography & Science reading materials for Self-access Learning Centre

Language Learning Support Service (LLSS)

- 2011 – 2014
- Language support officer meets teachers regularly to provide professional advice and suggestions

Teachers involved

English

- Mr. Wai (Coordinator)
- Mr. Kwok
- F.1 & 2 English teachers

Geography

- Mrs. So (Geography Panel Head)
- F.1 & 2 Geography teachers

Integrated Science (I.S.)

- Miss Yuen (I.S. Panel Head)
- F.1 & 2 I.S. teachers

Why LAC?

Rationale

- <http://www.youtube.com/watch?v=1zkgwwQmyXo&sns=fb>
- To strengthen school-based curriculum development through collaboration and sharing among teachers
- To devise strategies to encourage students to apply the generic skills they learnt across different Key Learning Areas

What are we doing in LAC?

Looking for meaningful object of learning

1. Transferable knowledge

(vocabulary, knowledge of text features and structures of nonfiction texts)

2. Transferable skills

(reading, writing and thinking skills, etc.)

HOW to kick-off LAC?

Possible entry points for cross-KLAs collaboration

- Matching common themes/ topics (vocabulary)
- Identifying common knowledge structures
- Identifying common Text types of Reading and Writing
- Identifying common Language forms and functions
- Identifying common Language skills

Planning

2011-2012

1st term: English + Geography

2nd term: English + Science

2012-2013

1st term: English Literature+ Geography

2nd term: English+ Science

Mode of Collaboration

English

Geography / I.S.

- Identifying transferable knowledge and skills to be taught in both subjects

- Equipping students with the target knowledge and skills through explicit teaching and task-based activities

- Revisiting and practising the target knowledge and skills
- Providing opportunities to students to apply what's learnt in the English lesson in a new context

- Assessing student learning with meaningful tasks



Strategies

After looking at the textbook, what we could do in English, Geography & I.S. are:

Learning Objectives	Teaching Strategies
Understanding how a nonfiction text (a Geography/I.S. textbook unit) is structured	◆ to teach nonfiction text features and structures explicitly
Identifying key word in the text to make links between ideas so as to figure out the relationship between them, e.g. problem and solution, cause and effect etc.	◆ to introduce commonly used language patterns in information texts (e.g., “The causes ofare”, “Another reason of... is”) ◆ to introduce different types of graphic organisers for different knowledge structures as appropriate
Reading and constructing concept maps to represent links and relationships between ideas for further knowledge integration and digestion.	◆ to enable students to comprehend and construct concept maps for knowledge integration and long- term information storage



Implementation

Target Knowledge Structures

2011 - 2012:

- Compare and Contrast: *and, in addition, like, but, however, unlike*
- Venn diagram
- Compound nouns, noun suffixes, contextual meaning

2012 - 2013:

- Cause and Effect: *as, because, since, so, Type 0 and Type 1 Conditionals*
- Fishbone diagram
- Lighter-and-bomb diagram

2011-2012 Term 1: Compare & Contrast

- **English**

- Reading fact sheets on badminton and basketball to complete a Venn diagram to compare and contrast the two sports
- Identifying comparing and contrasting connectives
- Writing a description to compare and contrast badminton and basketball



- **Geography**

- Reading the textbook to complete a Venn diagram to compare and contrast high-income and low-income residential areas
- Revisiting, comparing and contrasting connectives
- Writing a description to compare and contrast high-income and low-income residential areas



2011-2012 Term 2: Compare & Contrast

- **English**

- Reading a fact sheet about two campsites in Hong Kong
- Completing a Venn diagram to compare and contrast the two campsites
- Discussing which campsite is more suitable for a camping and hiking trip
- Writing a report to compare and contrast the campsites and justify the choice

- **English**

- Reading weblogs about visits to two theme parks
- Completing a table and a Venn diagram to compare and contrast the two theme parks
- Writing sentences to compare and contrast the theme parks

2011-2012 Term 2: Compare & Contrast

- **I.S.**
- Reading a dialogue between two students in which they describe two cells, one animal and one plant, they see under a microscope
- Completing a Venn diagram to compare and contrast the two cells
- Writing sentences to compare and contrast the cells and identifying which one of them is a plant cell

2011-2012 Term 2: Vocabulary

• English

- Identifying the meaning of words in the weblogs with reference to the context in which they are used
- Recalling the compound nouns learnt in the previous unit on sports
- Matching compound nouns with their meanings
- Finding more examples of compound nouns
- Forming nouns by adding the noun suffixes, *"-ment"*, *"-cation"* or *"-ist"* to a verb or another noun



• I.S.

- Identifying the meaning of the different parts of a microscope with reference to the context in which they are used
- Matching compound nouns with their meanings
- Finding more examples of compound nouns
- Forming nouns by adding the noun suffixes, *"-ment"*, *"-cation"* or *"-ist"* to a verb or another noun

2011-2012 Term 2: Vocabulary

- **English**

- Compound Nouns: e.g. basketball, tennis ball, team-mate, website, web browser, Disneyland, landslide
- Noun Suffixes: e.g.
- *-ment*: assignment, punishment
- *-cation*: application, education
- *-ist*: artist, typist

- **I.S.**

- Compound Nouns: e.g. eyepiece, eyelid, light energy, light year
- Noun Suffixes: e.g.
- *-ment*: adjustment, instrument
- *-cation*: magnification, amplification
- *-ist*: scientist, biologist

2011-2012 Term 2: Vocabulary

- **English**
- Meaning in context: e.g. ride, picture, stage
- **I.S.**
- Meaning in context: e.g. cell, diaphragm, objectives

P6-S1 Summer English Bridging Course

- Pre-teaching question words to help students answer questions in Geography, I.S. and other subjects taught in English
- Question words: *Classify, Define, Describe, Explain, Identify, Name and State*



2012 -2013 Term 1: Cause & Effect

- **English Literature**
- Watching the film *Billy Elliot* to identify the reasons why it is difficult for Billy to do ballet
- Completing a fishbone diagram to show the cause-and-effect relationships
- Writing paragraphs to explain Billy's difficulties



- **Geography**
- Reading the textbook to identify the reasons for landslides in Hong Kong
- Completing a fishbone diagram to show the cause-and-effect relationships
- Writing paragraphs to account for the landslides in Hong Kong



2012 -2013 Term 2: Cause & Effect

- **English**

- Describing scientific facts and general truths using Type 0 Conditional
- Giving advice using Type 1 Conditional and the modal, *should*
- Completing lighter-and-bomb diagrams to show causal relationships
- Writing a FAQ for hikers giving them facts and tips about hiking



- **I.S.**

- Describing facts about sense and sense organs using Type 0 Conditional
- Giving advice related to human eyes and vision using Type 1 Conditional and the modal, *should*
- Studying lighter-and-bomb diagrams to detect causal relationships



Impact on students

- Students were able to apply the language structures learnt in English lessons in Geography and I.S. lessons as well as examinations.

Student Evaluation

- Questionnaire for all F.1 students in June, 2012
- I have learnt more about how to compare and contrast things in English. **(94%)**
- I have learnt more about how to identify the meaning of unfamiliar words from their context. **(88%)**
- I have learnt more about compound nouns and how they are formed. **(86%)**
- I have learnt more about noun suffixes and how they change a verb or a noun into another noun. **(79%)**
- The LAC lessons have boosted my confidence to learn in English. **(79%)**

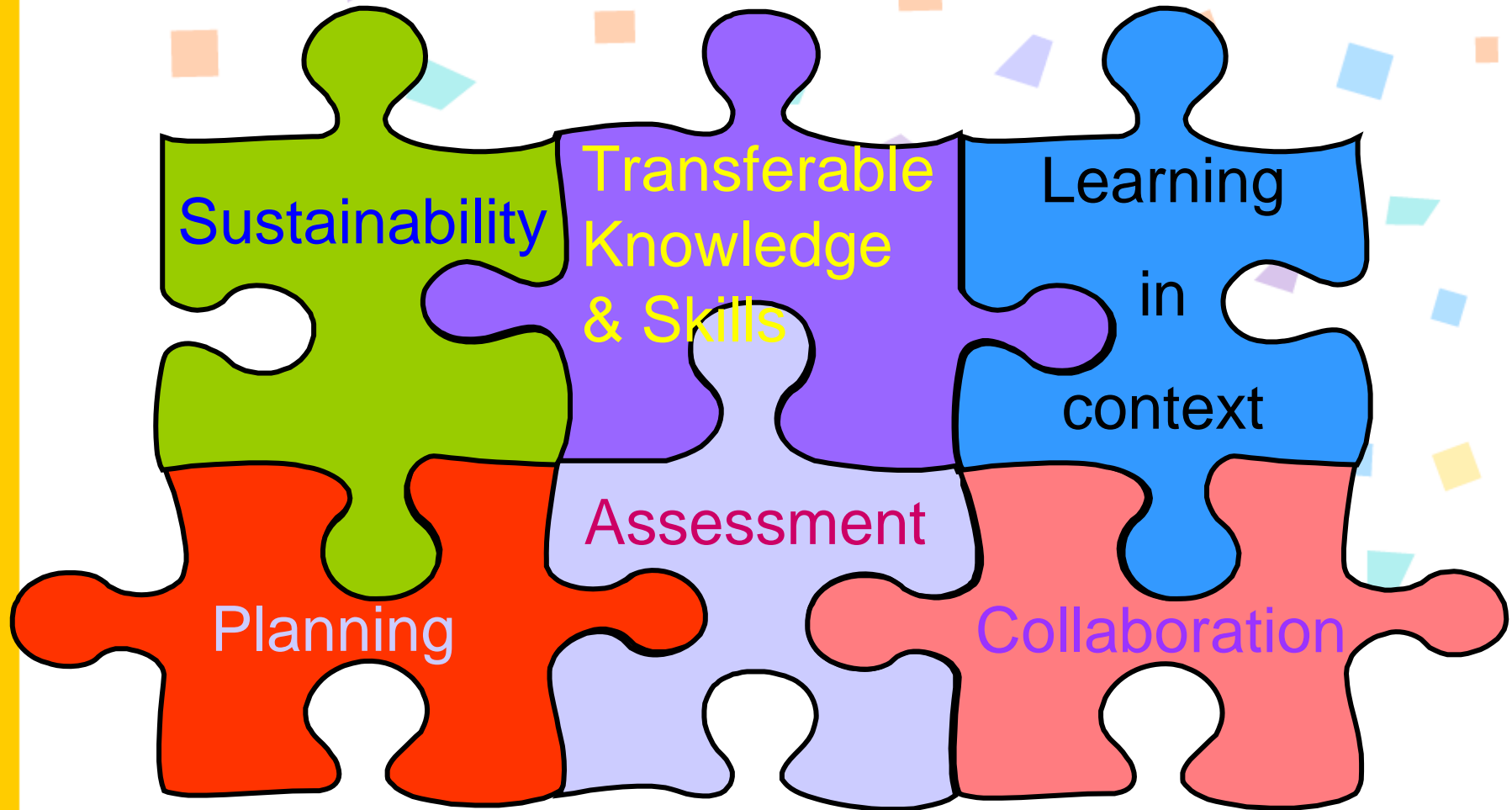
Impact on teachers

- The project has enabled them to have a better understanding of the language needs of our students with respect to their learning of Geography and I.S. in English.
- Target language structures have to be of a clear focus and manageable scope.
- Sufficient and timely consolidation is essential.

Major Concerns/ Limitations

- Teachers' time constraint and workload
- Manpower and deployment
- Availability of funding
- Sustainability
- Involvement of other subject panels

Tips





THANK YOU VERY MUCH!