

# Promoting language across the curriculum through holistic planning

Chan Sui Ki (La Salle) College

## Background



### Cross-curricular collaboration (09-10)



### Analysing the school context

Can we tap the experience generated & transfer the knowledge & skills to **other subjects & levels**?

### Analysing the school context

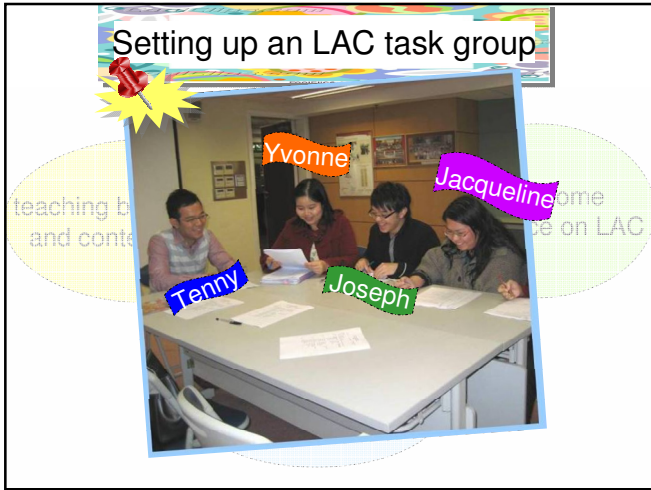
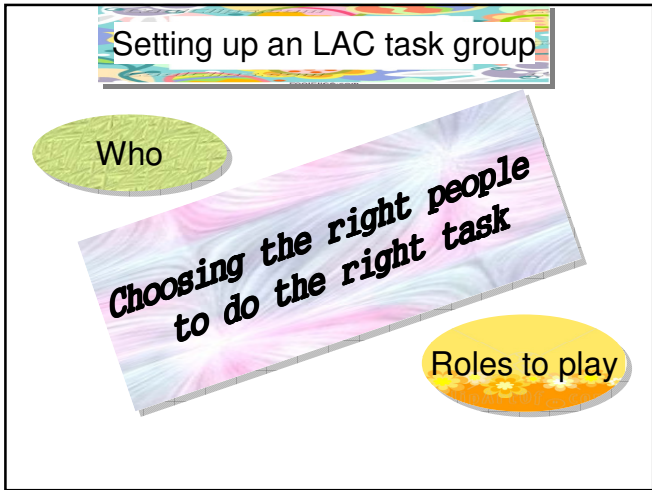
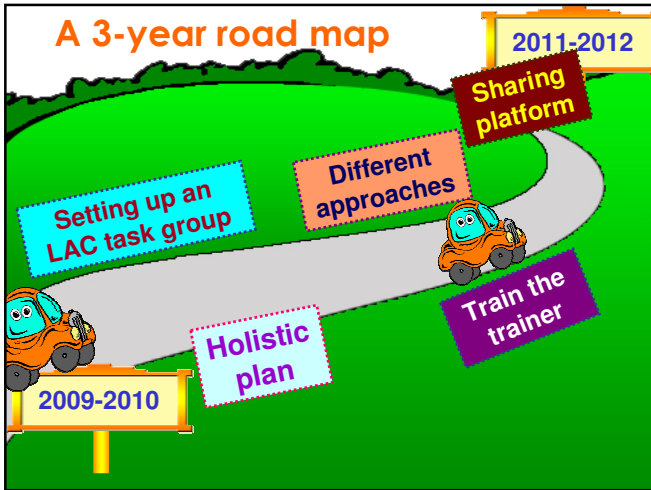
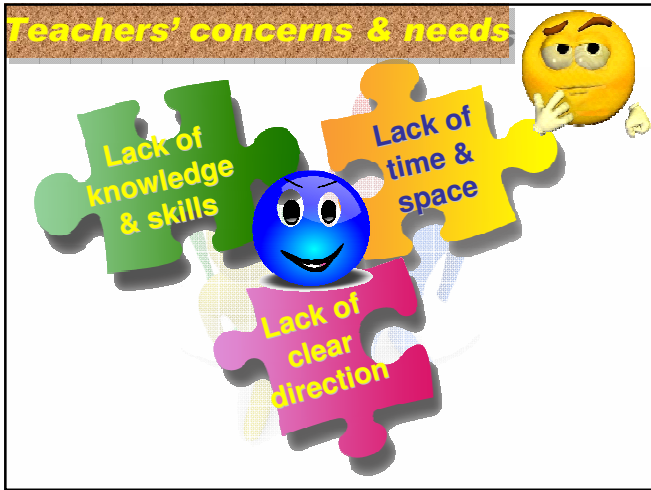
How can we develop effective **academic literacy practices** in the content subjects to help students **learn better through English**?

### Analysing the school context

exploring opportunities to maximize students' use of English in content subjects

positive experiences generated from the pilot project

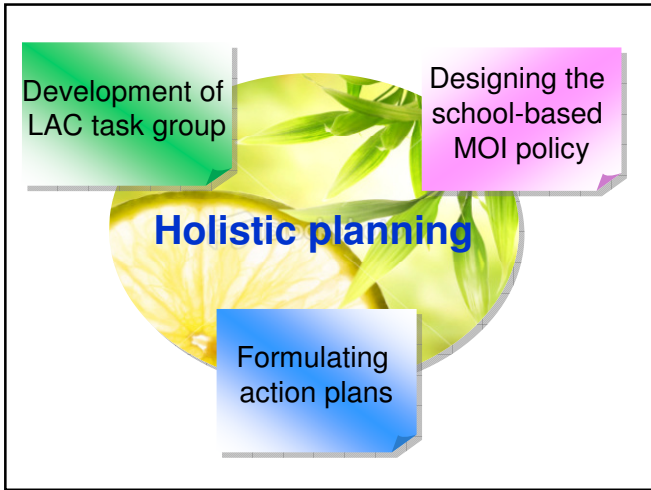
teachers' readiness at different levels



### Roles to play

People involved	Task specific...
<b>LAC coordinator</b>	<ul style="list-style-type: none"> <li>to oversee the development of cross-curricular planning in schools</li> <li>to liaise with subject teachers</li> <li>to make...</li> </ul>
<b>IS head</b>	<ul style="list-style-type: none"> <li>to act as a <b>trainer</b> on               <ul style="list-style-type: none"> <li>- training IS teachers to develop relevant materials</li> <li>- giving advice on the lessons observed &amp; materials developed</li> <li>- facilitating the LAC development of the IS subject</li> </ul> </li> </ul>
<b>2 team members</b>	<ul style="list-style-type: none"> <li>to support content subject teachers to develop relevant teaching materials</li> <li>to give feedback on the materials developed</li> </ul>

**supporting & facilitating the implementation of LAC in the school**



### School-based MOI policy

English being the major MOI

Integrating work on academic literacy (subject-related language features) in content subjects

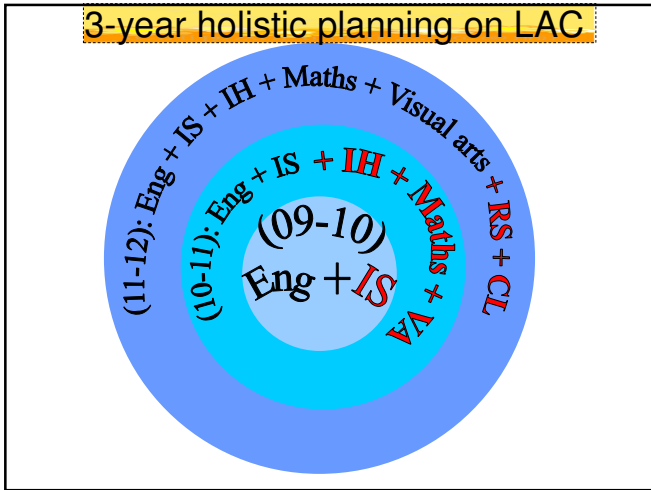
Ensuring a smooth transition to senior forms

use of ELA

At senior class level (S4-S7), English is adopted as the medium of instruction for all subjects except Chinese subjects.

measures to ensure smooth transition for students of the learning at senior secondary levels. We have fostered an Our daily activities, such as assemblies and major school events, are run in English.

MOI policy of the school is strictly enforced at all class levels.



### 3-year holistic planning on LAC

Subject	Year
Eng	Yr1 (09-10)
IS	S1, S2
RS	S1, S2
CL	S1

strategic planning  
stage by stage implementation

### Holistic planning

implementation stages

roles of different parties

subjects & levels

expected outcomes

Implementation stages	Subjects & Levels	Roles of different parties	Expected outcomes
A. Cross-curricular collaboration with EDB	Integrating Eng with EDB	Teachers	Teachers know integrated development
B. Developing the knowledge structure to both subjects	Integrating Eng with EDB	Teachers	Teachers know integrated development
C. Applying a reading to writing model	Integrating Eng with EDB	Teachers	Teachers know integrated development
D. Evaluating the effectiveness through questionnaires	Integrating Eng with EDB	Teachers	Teachers know integrated development

### Roles of different parties

Role of LAC task group members	Roles of Maths, IH & IS teachers	Time scale
<ul style="list-style-type: none"> <li>to choose 4 units to develop 8 reading strategies (each term)</li> <li>to provide feedback on the materials developed by content subject teachers</li> <li>to assist the panel head in transferring the skills &amp; knowledge to content subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>to choose 4 units to develop 8 reading strategies</li> <li>to choose 4 reading texts related to chosen topics/units</li> <li>to develop relevant teaching materials (e.g. worksheets)</li> <li>to transfer the knowledge &amp; strategies to team members by panel head</li> </ul>	09/10, 02/11
<ul style="list-style-type: none"> <li>to synchronize the teaching periods</li> </ul>	<ul style="list-style-type: none"> <li>to inform the LAC co-ordinator about the teaching periods of the reading materials</li> </ul>	10/10, 03/11



### Teachers' concerns & needs

Lack of knowledge & skills

Lack of time & space

Lack of clear direction

### Adopting different approaches

Cross-curricular collaboration between Eng & VA **intensive**

Reading across the curriculum in Maths, IS & IH **less intensive**

### Cross-curricular collaboration

**S1**

VA

English

**Objectives:**

- to provide opportunities for students' to learn English through VA
- to promote cross-curricular collaboration between Eng & VA

### Needs analysis

VA teachers

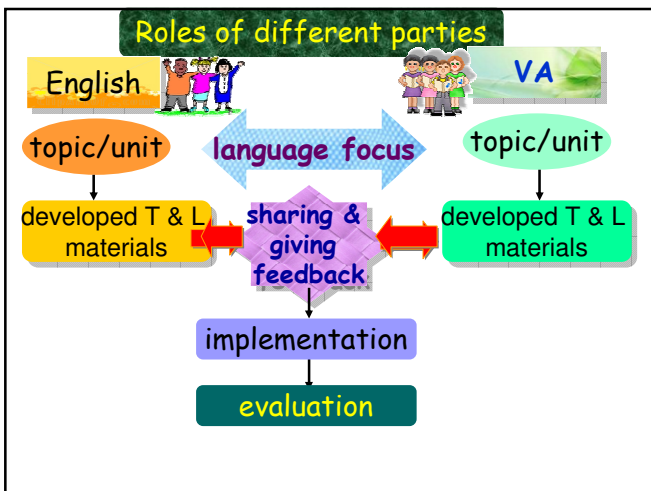
English teachers

Students are weak in:

- describing with supporting details
- analysing
- making evaluative judgement

Students learn how to use English to:

- add details to descriptions
- analyse
- make judgement

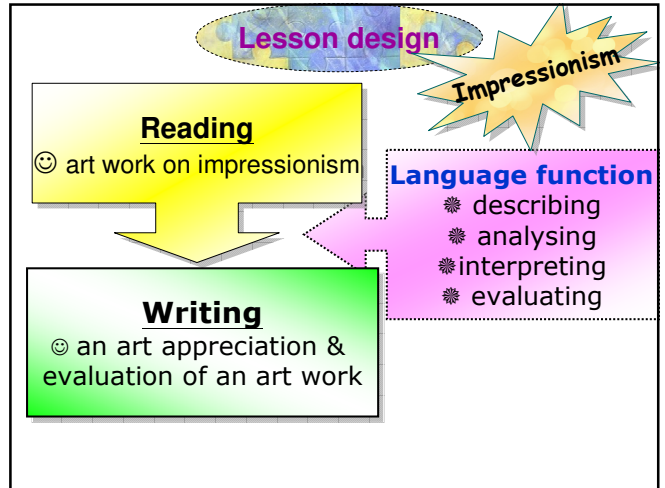


### Teaching schedule synchronizing the teaching periods of both subjects

6 English lessons

4 VA lessons





**Reading**

<b>lines</b> 直線	Horizontal-lines 橫線	Diagonal-Lines 斜線	Curved-Lines 捲曲的線	Zigzag-lines 鋸齒狀線 / Z 字線
<b>colours</b>				
Contrast-Colors 對比色 (Red, Green) (Blue, Orange) (Purple, Yellow)	Complementary-Colors 互補色	Harmony-Colors 和諧色 (Red, Yellow, Orange, Pink)	Light-Colors 淺色	Dark-Colors 深色
Monochromatic-colors 單色	Chromatic-colors	Warm-colors 暖色	Cold-Colors 冷色	
<b>textures/forms</b>				
Textures / Forms				
Landscape 風景畫	Portraiture 肖像畫	Geometric-shape 幾何圖形	Free-form-shape 線條不規則的圖形	Unity 統一的
Regular-shape 規則的圖形	Irregular-shape 不規則的圖形	Formal-balance 整齊 / 平衡	Informal-balance 不整齊 / 不平衡	Pattern 有排列的圖案

**STEP 3: INTERPRETATION 詮釋**

**Step 3: Interpreting**

What is the message of the artwork? It must be...

There have a miracle light shine on the work. It mean our chan sui kil (a Salle) college students here no warm originally, the light is mean the teacher give me warm, all of the place is our heart.

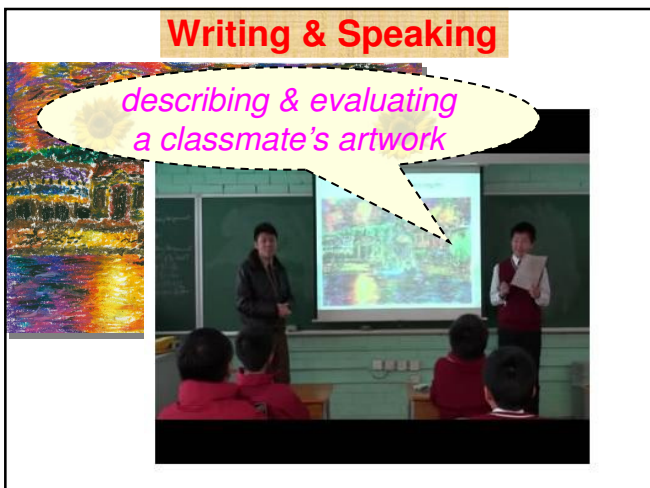
**STEP 4: JUDGEMENT 評價**

4a) Do you like the painting?  
I like the painting because the painting has many green colour and it is a green world!  
Do you think it is a successful painting?  
Yes, I think it is a successful painting.

4b) Any other opinions that you think the painting is successful?  
I think the colour can be more complete.

**Step 4: Making judgement**

4c) What is your overall impression of the painting?  
My overall impressions of the painting are make me scary but it is Exciting.



**Adopting different approaches**

Less intensive

Reading across the curriculum in Maths, IS & IH

**S1**

### Reading across the curriculum

- ☑ choose 4 topics to work on collaboratively over a year
- ☑ identify focused *knowledge structures*
- ☑ design relevant reading texts & worksheets

*less intensive*

### Reading across the curriculum

*Maths*

*peer lesson observation 2nd term*

### Reading across the curriculum

Topic: First Anglo-Chinese war

*knowledge structures*

*cause & effect*

*sequencing*

Time	Events
1759	James Flint sailed to _____ to deliver a document for His Majesty.
1773	The British export of _____ production and British export _____ to China grew to _____ tons.
By 1820s	China was importing _____ tons of opium every year.
1834	Britain sent Lord William Pakenham to _____ to deal with the problem of China's _____ in opium. He sent a letter to the _____ of Guangzhou.
	British trade with China was closed.
March 1839	Lin Zexu was appointed the commissioner to _____ the opium trade in Guangzhou.

**Causes:**

Reason 1: China's \_\_\_\_\_  
Foreign trade was not \_\_\_\_\_  
And there were many \_\_\_\_\_

Reason 2: The growing \_\_\_\_\_ of \_\_\_\_\_ in Britain. The Chinese did not buy a lot of \_\_\_\_\_ goods while the British bought a lot of \_\_\_\_\_ goods. The British had to pay for the goods with \_\_\_\_\_ silver. A lot of \_\_\_\_\_ silver flowed from Britain to \_\_\_\_\_.

Reason 3: The growing problem of \_\_\_\_\_ in China. \_\_\_\_\_ After Lin Zexu was appointed to \_\_\_\_\_ the British traders refused to end the opium trade in China. Lin \_\_\_\_\_ the British traders in factories and \_\_\_\_\_ the supplies of food. He also asked the Chinese troops to board the British ships and \_\_\_\_\_ the opium. He \_\_\_\_\_ the opium. The addicts had to sell all their possessions to pay for opium. Social \_\_\_\_\_ were caused by the addiction of opium. The Qing government \_\_\_\_\_ an official order to ban opium again, but the British ignored the \_\_\_\_\_.

**Effect:**

Breakout of the First Anglo-Chinese War!

### Reading across the curriculum

*Maths*

*completing the calculation steps with the target vocabulary*

**3A: How do we apply percentage in our daily life?**

**What is a tip?\***

A tip is an amount of money that is given to who performs a service for you.

A common tip amount is:  $\frac{1}{10}$  of the cost.

A tip is accounted based on the total bill.

If a meal costs \$10.00, the bill is \$10.00.

A tip based on the \$10.00 cost would be \$1.00.

The total would be \$10.00 + \$1.00 = \$11.00.

To find the tip and total amount:

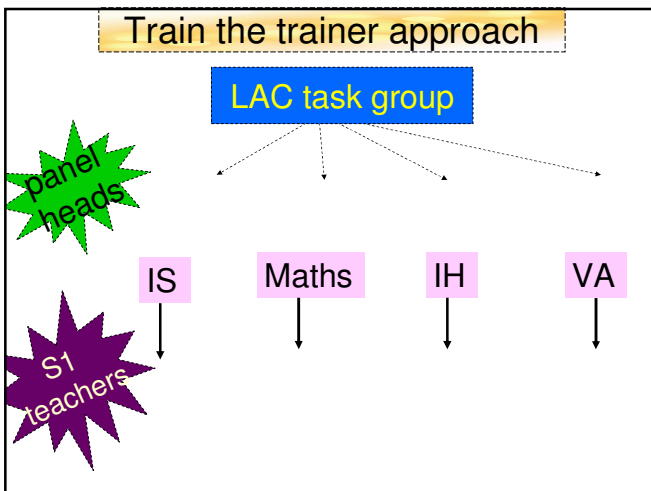
**Please write the calculation steps by following the instructions given.\***

**Fill in the blanks below.\***

If a meal costs \$108.00, the bill is \$ \_\_\_\_\_.

A 10% tip based on the bill cost would be \$ \_\_\_\_\_.

The total would be \$ \_\_\_\_\_ + \$ \_\_\_\_\_ = \$ \_\_\_\_\_.



### Train the trainer

- ☑ equipping teachers with *knowledge & skills*
- ☑ nurturing a *collaborative sharing culture*



### Sharing platform

staff meeting

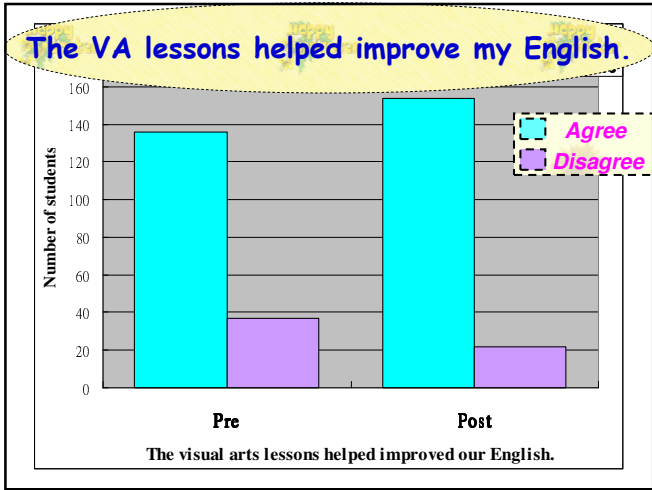
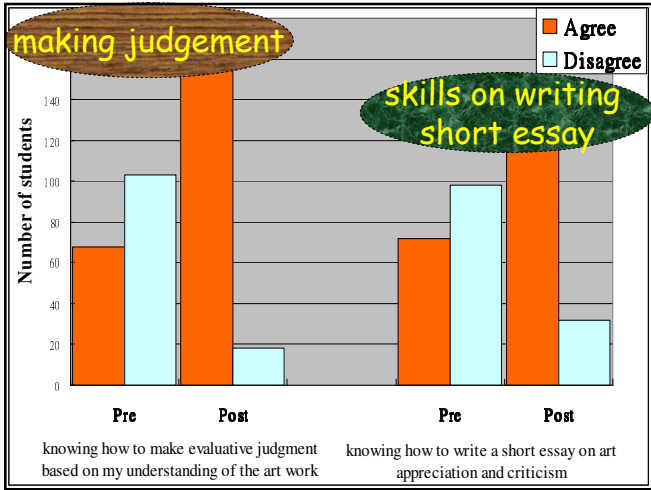
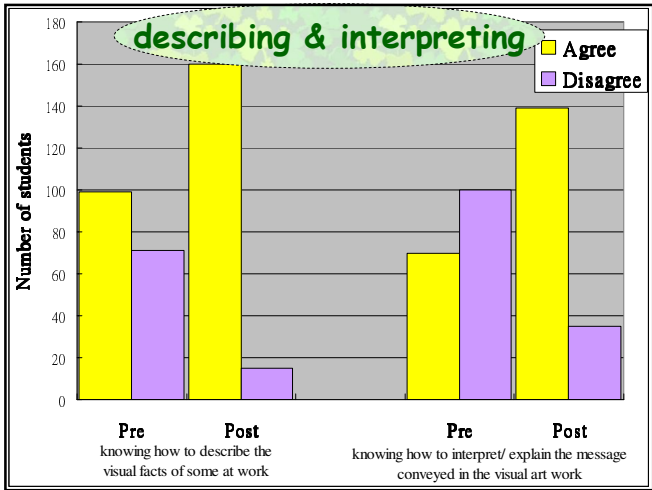
staff statement

- ☺ sharing ideas & difficulties
- ☺ reflecting
- ☺ disseminating good practices

## Impact on Teaching & Learning

## Questionnaires

Interview





STEP 1: DESCRIPTION 描述

Please provide the following information about your artwork:

TITLE: *sun shining*

YEAR OF THE ARTWORK: *2010*

SIZE: *A4*

1b) Try to describe the subject matter in your painting. What do I see in the painting? Any figures and objects?

I can see that there *is a lake and a sun shining*

What is the weather like in the painting?

I can see there *is a sun shining*

What part of the day do you think it is?

I can see that it *is dawn*

2a) How were the visual elements used in your artwork?

VISUAL ELEMENT that you used: *Color, Lines, Shapes, Forms, Texture*

Lines	<i>I used the vertical lines to draw all the lines.</i>
Shapes	<i>I used irregular shapes to draw the trees.</i>
Color	<i>I think the picture's colour is dark, but some colour is sharp.</i>
Forms	<i>I used the (3D) form to paint the river.</i>

**Reflection:**

- too many language foci
- lack of skills to elaborate ideas



increased awareness of the importance of developing **effective academic literacy practices** in different KLAs

**Impact on teaching**

enhanced **stronger collaboration** among teachers of different KLAs

learning the **skills** of integrating Eng into content subject



**Way Forward**

**Making reflection**

- reviewing the work of 2010-11

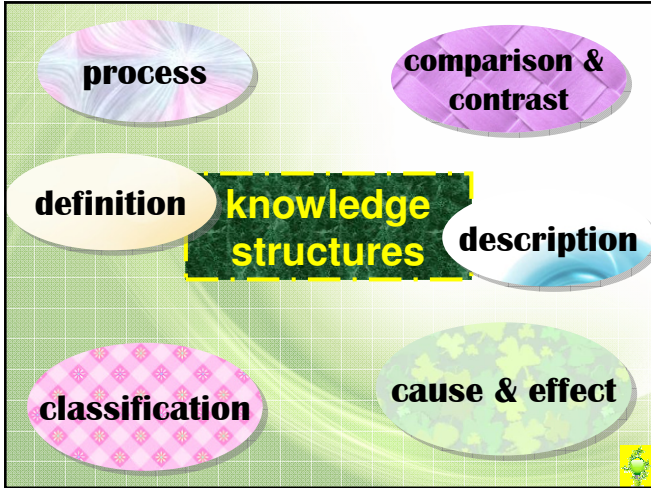
**Curriculum mapping**

- developing a more coherent school-based LAC curriculum

**Staff development**

- sharing ideas & experiences in June

Thank you



Making the **WRITE** connection:  
enhancing students' writing skills  
through the **Writing Across the  
Curriculum Programme**

**Yan Oi Tong Tin Ka Ping Secondary School**





# School background

- Band one students
- Plan to use English as our medium of instruction
- Whole school staff meeting to get consensus among colleagues about MOI policy

# Questions to ask...

- How can we support our students to learn in English?
- If subject teachers are not ready, how can the English department help?
- How can we identify a focus for cross curricular collaboration?

**Making a choice based on  
common needs**

# Writing Across the Curriculum

**Writing**  
**Across the Curriculum**





# Why are we doing Writing Across the Curriculum?

## English subject

Component		Weighting	Duration
Public exam	Paper 1 Reading	20%	1 hr 30 min
	Paper 2 Writing	25%	2 hrs
	Paper 3 Listening and integrated skills	30%	2 hrs
	Paper 4 Speaking	10%	20 min
SBA		15%	

# HKDSE sample papers

Text structures	Cause / effect
Chem Paper 1 Sec B, No. 6b	State the <b>effect</b> on the jet of water if the negatively charged rod is replaced by a positively charged rod. Explain your answer.
Geog Paper 1 Sec E, No.8	“The shift of industries from low-tech to high-tech industries in the Zhujiang Delta is the only way to maintain the region’s competitiveness under the impact of globalization.” Elaborate on the above statement. What are the socio-economic impacts <b>resulting</b> from such a change?

# HKDSE sample papers

	Description
Chem Paper 2 No.3	<b>Describe</b> briefly the arrangement of the molecules in cholesteric phase liquid crystals.
Inf & Communication Tech. Paper 2B, 1a	Beside the computers, state two types of equipment that are needed to form the network, and <b>describe</b> their functions briefly.
Bio, Paper 1, Sec C, 3a, (iii)	<b>Describe</b> how yeast can help in beer production.



# HKDSE sample papers

	Procedure, Sequence
Bio Paper 1, Sec B, No. 9c	A student queried whether or not biological washing powder is more effective than ordinary (non-biological) washing powder in removing fat stains. If you were the student, describe how you would carry out an investigation to find out which washing powder is more effective.
Hist Paer 2 No. 4	Trace and explain the development of Franco-German relations in the 20 <sup>th</sup> century.

# HKDSE sample papers

## Compare / Contrast

History  
Paper 2  
No 3

Compare the main features of China's modernisation efforts in the Maoist and post-Mao periods.

Bio  
Paper 1,  
Sec B  
No. 12

Hydrogen and nitrogen are essential components of proteins. Compare and contrast the processes by which non-leguminous plants acquire these two elements from the environment and describe how they can be incorporated together to form proteins in mesophyll cells.

# HKDSE sample papers

	Compare / Contrast
Econ Paper 2 Sec A, No. 6a(i)	What is the difference between nominal and real interest rates?
Geog Paper 2, Sec D, No. 4a(i)	Compare the industrial production and foreign trade of Shenzhen and Guangzhou.



# What is WAC?

**ENGLISH  
DEPARTMENT**

**TEXT  
STRUCTURE**

**HISTORY  
DEPARTMENT**

**Write a  
biography  
of a famous  
person**



**CHRONOLOGY  
(Sequence)**



**Write a  
biography  
of Napoleon**



# Pilot project

<b>Departments involved</b>	<ul style="list-style-type: none"><li>• English</li><li>• Geography</li></ul>
<b>Text structures</b>	Problem-cause-effect-solution
<b>Level</b>	F3
<b>No of classes</b>	1 (the best class)

# How we did it

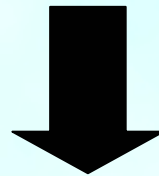
1. Identify a passage/topic for teaching this Problem-Cause-Effect-Solution pattern

<b>English</b>	<b>Unit 5: Anti-piracy</b>
<b>Geography</b>	<b>Desertification</b>

# How we did it

## 2. Decide the teaching focuses in this Problem-Cause-Effect-Solution pattern

- Essay structure
- Features of “letter to the editor”
- Language



**Design the writing task in both subjects**



Problem

Cause

Effect

Solution

# English Writing Task

Text type

- Write a letter to the editor to express your concern about the problem of piracy in Hong Kong. Also analyse the causes of the problems and identify the results of such a problem. At the end of the letter, suggest some solutions to tackle the problem of piracy as well.

# Teaching focus I: Essay structure

**Introduction**

**Body**

1. Problem
2. Causes
3. Effects
4. Solutions

**Conclusion**

# Ways to write an introduction

## 1. Using shocking statistics

### Example:

If we take a look at the statistics released by the Customs and Excise Department, the number of optical discs seized up to September 2008 is 263,084. It amounts to 6.3 million! The figure does not include other forms of piracy like illegal downloading on the internet. It obviously shows the problem of piracy is so serious that we need to do something right away.

# Ways to write an introduction

## 2. Using personal experience

### Example:

Have you ever noticed that when you walk along the streets in Mong Kok or Tsuen Wan after 10 pm, many young people are selling DVDs or VCDs of the recent movies at a very cheap price? You will also find that some stalls in the street sell bags with famous brand names in just about 200 dollars. What does it tell you? It tells you that the problem of piracy in Hong Kong is very serious indeed.



# Defining a term

- Example

The source of the definition

According to the Longman Contemporary Dictionary, “piracy” is defined as “copying products that are not allowed to copy.”

Explanation is placed within quotation marks

The term is placed within quotation marks

# Teaching focus II: Features of text type ( A letter to the editor)

- **Greeting:** Dear editor,
- **Closing:** Yours faithfully,
- **Signature:** Sender's name

# Teaching focus III: Language

- **Letter to the editor:** formal language
- **Audience:** public
- **Tense:** present tense; modals “should” or “can”
- **Defining a problem:** According to (the source), “piracy” is “defined as “ xxxxx”
- **Cause-effect:** This is caused by/due to the fact that..., it leads to...It results in ...Consequently...  
Therefore...
- **Listing Problem-solution:** First, Second, Third...  
Moreover, Furthermore, Also ...
- **Transitions from problem to solution:** To tackle the problem, ...To solve the problem...

# How we did it

3. Set the time frame for both subjects
  - English: Started in April
  - Geography: Started in May



# How we did it

## 4. Allocation of time : English

Teaching sequence	Focus
1 <sup>st</sup> -3 <sup>rd</sup>	Vocabulary and Oral activities
4 <sup>th</sup>	<ul style="list-style-type: none"><li>• Explain the objectives of the WAC project</li><li>• Explain the topic</li><li>• Teach how to write a definition</li><li>• Teach language expressions</li><li>• Teach how to use <u>graphic organizer</u></li><li>• Explain the checklist</li></ul>

# How we did it

## 4. Allocation of time : English

Teaching sequence	Focus
5 <sup>th</sup>	Peer and <u>Self revision</u> (Mark students' essay using a <u>rubric</u> )
6 <sup>th</sup>	Give feedback to students on their writing using <ul style="list-style-type: none"><li>• A <u>model essay</u> written by teacher</li><li>• Students' assignments</li></ul>

**Greeting**

**Define piracy**

**Personal experience**

**Causes**

A Model Passage

**Effects**

**Listing words**

**Solutions**

**Sender's name**

**Action**



# How we did it

## 4. Allocation of time : Geog

Teaching sequence	Focus
1 <sup>st</sup> -2 <sup>nd</sup>	<ul style="list-style-type: none"><li>• Remind students of what they learned in the English lessons</li><li>• <u>Explaining the writing task</u></li><li>• Explain how students' work will be marked using a <u>rubric</u></li><li>• Teach students how to use a graphic organizer to organize their ideas</li></ul>
3 <sup>rd</sup>	Show students how to do it with a <u>sample</u>



# How we did it

## 4. Allocation of time : Geog

Teaching sequence	Focus
4 <sup>th</sup>	<ul style="list-style-type: none"><li>• Explain the <u>self revision checklist</u></li><li>• Explain the writing task</li><li>• Ask students to write at home</li></ul>
5 <sup>th</sup>	<p>Give feedback to students using</p> <ul style="list-style-type: none"><li>• a <u>model essay written by teacher</u></li><li>• students' assignments</li></ul>

# Results analyzed by ability groups

	Essay structure	P-C-E-S	Features of "letter to editor"	Language
G	OK	OK	OK	OK
A	OK	OK	OK	Performed better in Geog.
W	Weak students tended to forget to write conclusions in Geog.	OK	Weak students forgot to do the closing & signature in Geog.	Performed better in Geog.

# Improvement shown in language use in both subjects

	English			Geog		
	A2	W2	W3	A2	W2	W3
Define a problem			X			<u>✓</u>
Cause-effect	X			<u>✓</u>		
Problem-solution		X			<u>✓</u>	

# A2 student Cause and effect language

## English

Limited use of cause-effect language to show cause-effect relationship

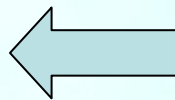
## Geography

More use of cause-effect language to show cause-effect relationship. E.g.

“....People always cut trees for firewood. **Consequently**, afforestation cannot reach the expected results.”

“Soil become loose and easily carry away by wind, this **causes** soil erosion.”

“.. And food production drops further. **Consequently**, there is an insufficient supply of food. ...and **bring about** huge economic loss.”





# W2 student Problem-Solution

## English

Limited use of problem-solution language to show problem- solution relationship

## Geography

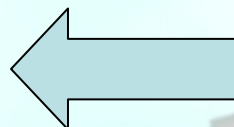
More use of problem-solution language to show problem-solution relationship e.g.

“Now, **we must solve this serious problem.** There are three solutions. Firstly, they should...

Secondly, they should not ....

Also, .....

Lastly, ....”



# W3 student

## Defining a problem

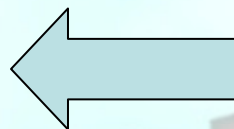
English

Forgot to define “Piracy”

Geography

Able to define “desertification”

“Do you know what is desertification? It **means** that the land is turning into desert. ....”



# A 3-year WAC Program

	F1	F2	F3
1 <sup>st</sup> term	Eng + Science Procedure	Eng + GS	English + Geog Problem- Cause- Effect- Solution
2 <sup>nd</sup> term	English + GS Describing figures and trends	Compare and Contrast	

WAC

Across the Curriculum

# Difficulties and Solutions

## LAC Coordinator

Difficulties	Solutions/ Suggestions
Finding partners	Be flexible; no need to do all 6 structures
Curriculum mapping	LAC coordinator explains what text structures mean and invite subjects that plan to do the structure to work together

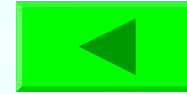


# Difficulties and Solutions

## English and subject teachers

Difficulties	Solutions/ Suggestions
<u>English</u> Checklist: too many items	Allow more time for this part and use group work to support each other
<u>Geog</u> <ul style="list-style-type: none"><li>•Lack time to teach content AND language</li><li>•Need to find a right sample essay for teaching</li></ul>	<ul style="list-style-type: none"><li>•Plan ahead;</li><li>•Leave out less important topic;</li><li>•Ask ss to prepare at home;</li><li>•Look for passages in the textbooks</li></ul>

# Six text structures



**Problem and  
Solution**

**Cause and  
Effect**

**Compare  
and  
Contrast**

**Procedure**

**Describing**

**Chronology**

Background

Messages

About us

Resources

Activities Highlights

Networks

...or just type  
Language Learning Support Section into  
Google – it's the first option that comes up!

<http://cd1.edb.hkedcity.net/cd/languagesupport/>

**Thank you!**