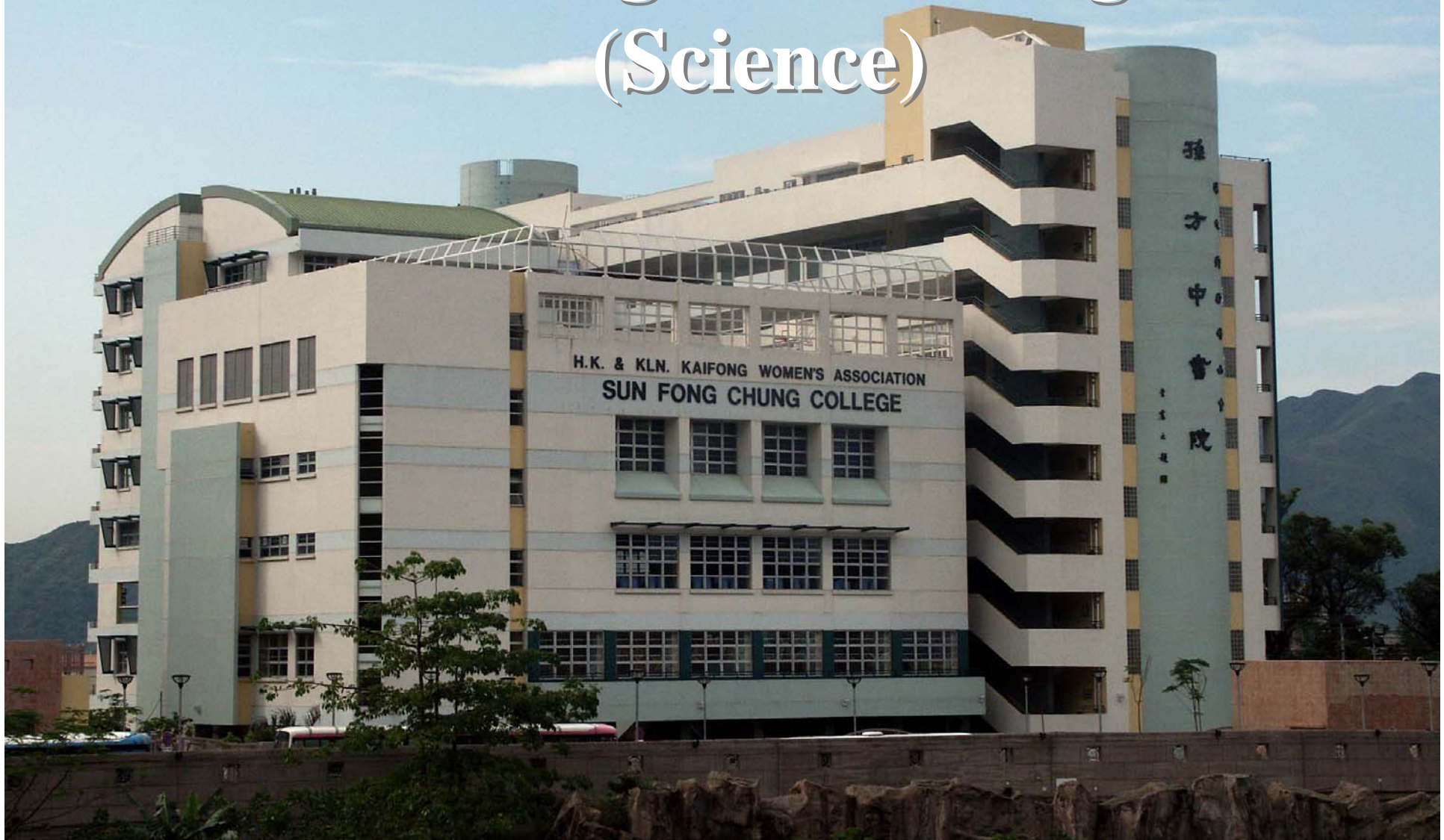


# Strategies and Reflections in Promoting ELA in English (Science)





**We are from...**

**Sun Fong Chung College**



## We are...

- 📖 Ms Wu Fung King (Vice Principal)
- 📖 Ms Chan Pui Yee ( Junior Form Science Panel Head)
- 📖 Ms Shum Fung Yu, Janet (Junior Form LAC Committee Head)
- 📖 Ms Chan Hok Kan, Angela (English Panel Head)
- 📖 Ms Yung Ka Wan, Alicia (English Panel Deputy Head)



# Today's Rundown

- **Part I :**
  - School introduction
  - Brief review on school ELA in English
- **Part II:**
  - sharing on strategies and reflections in promoting ELA / LAC in English (Science)
- **Part III: Conclusion**
- **Part IV: Q&A**



## **Part I : School Introduction**

- established in 2002
- first aided school using Putonghua as the teaching medium in H.K.



**SFCC** is committed to  
nurturing our students  
to be

**S**elf-motivated in learning,  
**F**luent in Eng & PTH,  
**C**reative, and  
**C**haracter-driven.

孫方中書院致力培  
育學生成為

- 主動學習、
- 具良好語文能力、
- 有創意及
- 具良好品格的  
新一代。

- 
- **Part I :**  
Brief review on school **ELA** in **English**

# Language across Curriculum Planning (LAC)

<p>Trial stage (2006-2007)</p>	<ul style="list-style-type: none"> <li>- Cross-curricular plan initiated</li> <li>- A task-based approach adopted</li> <li>- Small scale</li> <li>- A module (about 20 lessons) co-designed by English and Science teachers with EDB support</li> <li>- a water project (published by EDB)</li> </ul>	<p>2 subjects involved</p>	<p>S1 Classes</p>
<p>Preparation/ Planning stage (2007-2009)</p>	<ul style="list-style-type: none"> <li>- Mapping schemes of work across different Key Learning Areas (KLAs)</li> <li>- Assignment presentations done on Staff Development Days</li> <li>- Joining Open University LAC support programme</li> </ul>	<p>4 subjects involved</p>	<p>S1 &amp; S2 classes</p>
<p>Implementation stage (2009-2010)</p>	<ul style="list-style-type: none"> <li>- teachers and students of four subjects (Computer Literacy, Integrated Science, Geography, History) involved</li> <li>- Larger scale; Cross-curricular plan incorporated into the curriculum in a more holistic manner</li> <li>- Good practice will be kept and sustained</li> <li>- Improvements will be made</li> </ul>	<p>4 subjects involved</p>	<p>S1, S2 &amp; S3 Classes</p>





# What we are doing in 2010-2011

**A. F.1 Computer and I.S. are conducted in English**

**B. Language across Curriculum Planning (LAC)**

- Subjects involved: History, Geog, Maths and English
- Form a task group (English and non-English teachers)
  - ELA Team (2009-2010)---under Eng.depart
  - LAC Committee (2010-2011)---under AC
- Decide:
  - a) the target forms,
  - b) which department to collaborate with
  - c) learning objectives, outcomes
- Regular meetings→ review (PIE)

A photograph of a classroom chalkboard. At the top, a world map is mounted in a silver frame. The chalkboard itself is green and has some faint white markings, including a handprint. On the left side, a wooden ruler is leaning against the board. At the bottom, there is a silver metal ledge with a small black eraser and a power outlet on the wall below it.

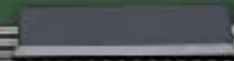
**Part II:**  
**-sharing on strategies and reflections in  
promoting ELA / LAC in English  
(Science)**



# Highlight 1

## Water Project 2006-2007

Start Small...



***Reading:***  
**poems, articles  
on water  
pollution**

***Writing:***  
collaborative writing,  
design poster, journal

***Speaking:***  
Sell posters,  
present project  
(water filter model),  
give response to peers

***Listening:***  
Listen to peers'  
presentation

# A pilot project of cross-curricular planning: Water Project 2006-2007

- 📁 A 20-lesson module
- 📁 A task-based approach
- 📁 Theme: Water
- 📁 Subjects involved: English language and Integrated Science
- 📁 No. of classes involved: 5
- 📁 Level: S1





**Objectives and expected outcomes of the  
Enriched vocabulary bank → enhanced reading skills**

- Students' vocabulary bank enriched
- Students gained more opportunities in speaking
- Students' knowledge in the subject content (Integrated Science) enriched
- Students learn collaboratively in group work
- Teachers collaborate across different departments

# How we make cross-curricular links?

Form a core team



Decide different parties' roles



Set theme,  
vocabulary,  
text type,  
assessment mode

## The roles played by teachers:

English teachers



Native-speaking  
English teachers (NETs)



Science teachers





## 1. Our focus:

- ✎ 2. For English teachers:
  - Which chapter in the book can we use?/ Shall we develop our own materials?
  - ✎ • Vocabulary items
  - Grammar items
  - Text types to be included in the module
  - Which skills to teach/reinforce ?



# Teachers' Role

## English Teachers

Develop assessment tasks and classroom activities for teaching English Language skills

### Language Focus

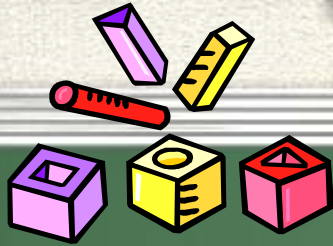
- Rhyming (for slogan design)
- Reasoning (I like the poster because ...)
- Numeracy (for cheque writing)
- Bargaining (I will give you a discount if ...)
- Persuading (You will regret if you don't buy it)

## Science Teachers






Select suitable texts that facilitate the teaching of subject content

### Subject Content

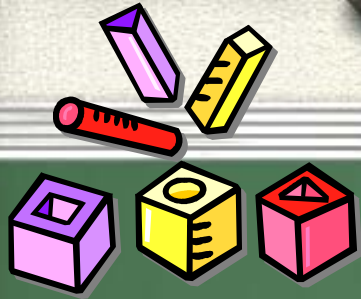
- Water filtration/ filter
- Water pollution
- Water wastage
- Water conservation



## English teachers' roles

-  Tailor-made teaching and learning materials
-  Teach target vocabulary in context
-  Facilitate group work
-  Assess students' presentation of the Science project
-  Help students reflect on the learning processes

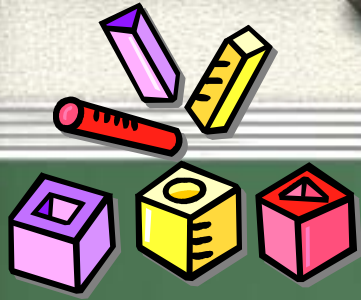







## Native-speaking English teachers' (NETs) Role

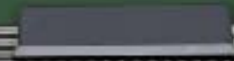
- 📖 Celebrate learning outcomes with students
- 📖 Engage students in activities outside classroom
- 📖 Share ideas with local teachers

**Celebrate with students the World Water Day (WWD) 22<sup>nd</sup> March in the school's English Garden (e.g. poster selection, TV-viewing on proper water usage, quiz, etc.)**



## Science teachers' Roles

-  Provide content materials
-  Consolidate students' learning
-  Assess students' performance



# What have we learned from this project?

## 1. Vocabulary-building

- 👍 Teach and consolidate the vocabulary in both English and Science lessons through a variety of activities
- 👍 Improve students' reading skills

## 2. Useful Sentence patterns

- 👍 help students in improving their writing and speaking skills
- 👍 further develop the teaching of sentence patterns in content subject



# The Language Teaching Album (2006-2007). A Collection of School-based Practices.

[http://cd1.edb.hkedcity.net/cd/languagesupport/publications/compendium\\_e.htm](http://cd1.edb.hkedcity.net/cd/languagesupport/publications/compendium_e.htm)



Highlight 2  
Subject morning  
reading materials



# Experience from water project

- ✓ Collaboration of different departments
- ✓ The importance of reading
- ✓ Curriculum planning





## Tips on implementation

*Progressive development*

**Vocab → Vocab + Reading → Vocab + Reading + Writing**

# How do we collaborate?

## Science

- Provide reading materials
- Design worksheet on content knowledge



## English Language

- Design worksheet on language part
- Teach sentence patterns
- Design quiz and consolidation exercise

## Highlight 2

## ELA Curriculum Planning

Form	Subject	Topic	Target vocabulary items	Content objectives	Language objectives	I/C
F. 2	Science	Living things and Air	<b>Noun</b> nitrogen, oxygen, carbon dioxide, etc. <b>Verb</b> contains, relight, turns, needs, etc.	Students should be able to state components of air. Students should be able to tell different living things.	1. Use connectives "when" to describe different processes 2. Use passive voice to explain / elaborate scientific facts	<b>Subject teacher (Content part)</b>  <b>English teacher (language skills)</b>  <b>ELA Coordinator (Coordination)</b>



How can we consolidate what they have learned?

A) Weekly/ Thursday dictation

1. Helium (He).
2. Copper (Cu).
3. Nitrogen (N)
4. Gold (Au)
5. Diamond is made of carbon (C).
6. Graphite is made of carbon (C).

Vocabulary building

Develop sentence structure





# Highlight 3

S1

IS fine-tuned Policy




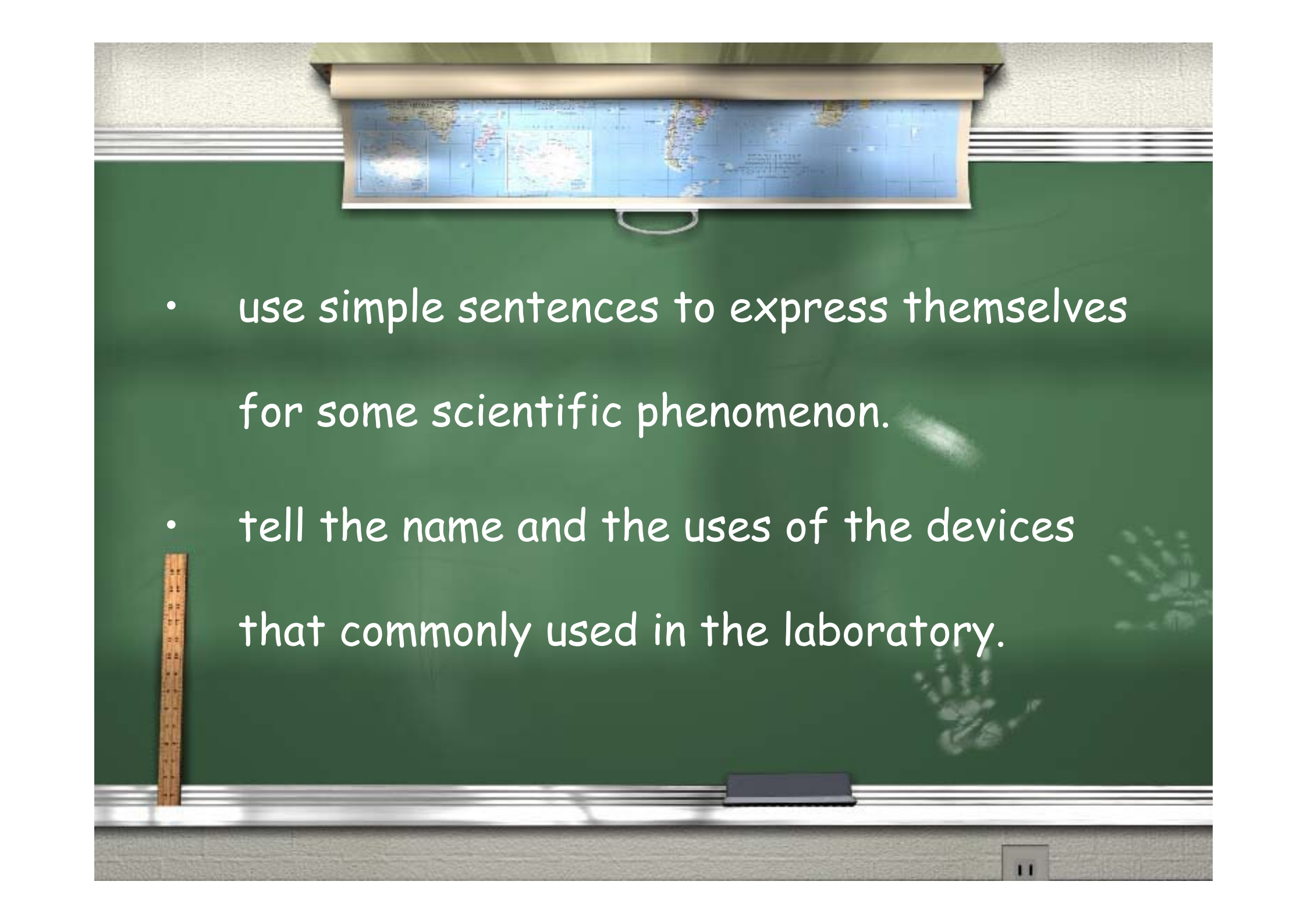
# Missions



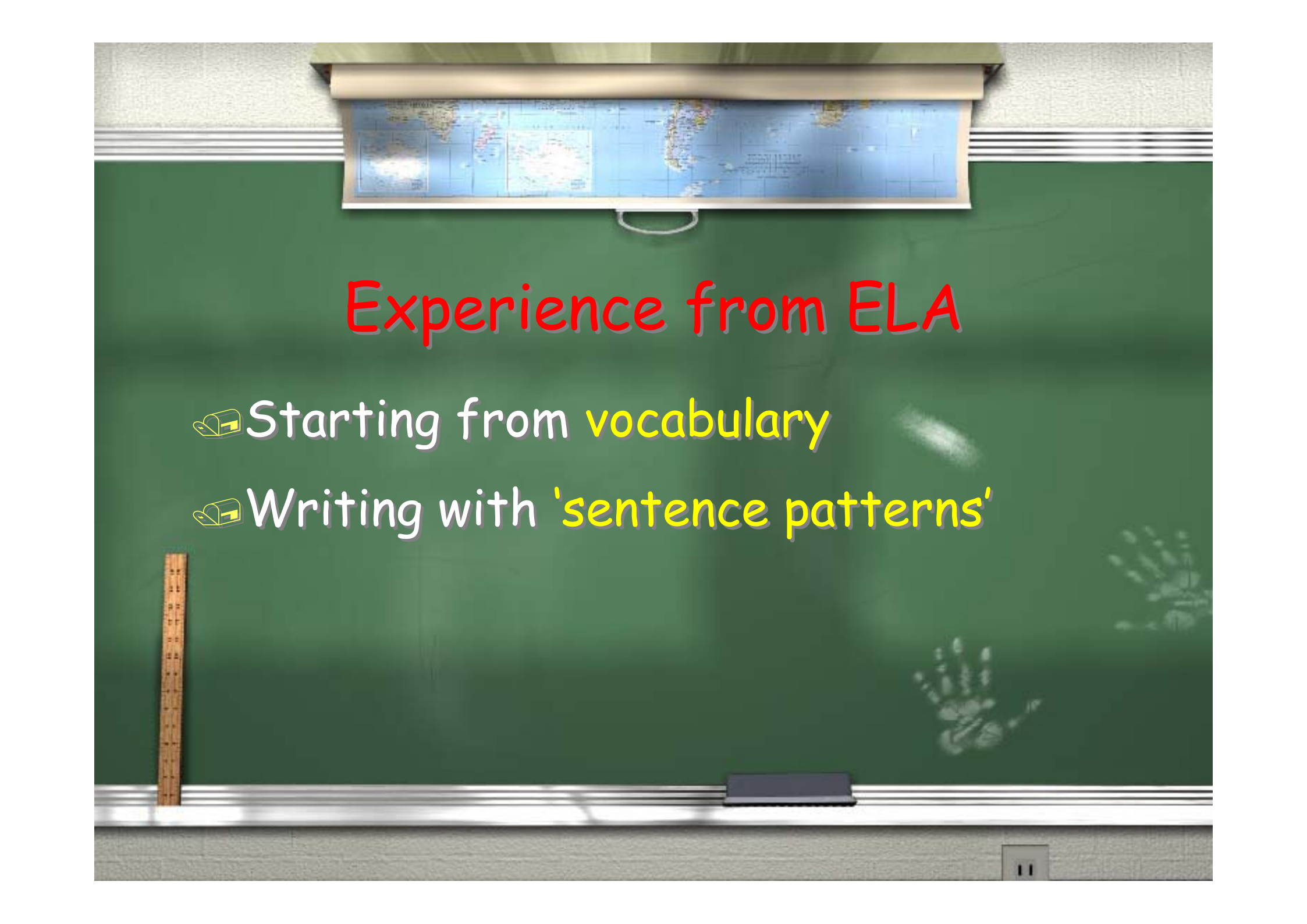
At the end of S1, students can

 gain confidence in tackling scientific problems in English

 understand some basic scientific concepts which may help them in further study ( from S2 onwards ).

- 
- use simple sentences to express themselves for some scientific phenomenon.
  - tell the name and the uses of the devices that commonly used in the laboratory.






# Experience from ELA

📖 Starting from **vocabulary**

📖 Writing with '**sentence patterns**'




A green chalkboard with a world map on a roll above it, a wooden ruler on the left, and a chalk tray at the bottom.

# Implementation



# Design own school-based teaching materials

## Existing textbook

-  Looks like workbook rather than a textbook
-  A lot of difficult wordings
-  Not much linkage between relevant contents



# Curriculum Reform

 Start with concept-focusing and  
less vocabulary involvement


# Curriculum Reform

- 📖 Chapter 4 (Energy)
- 📖 Chapter 1 (Introducing Science)
- 📖 Chapter 5 (Water a wonderful Solvent) + part of chapter 6 (states of matter)
- 📖 Chapter 6 (Molecular Theory)
- 📖 Chapter 2 (Looking at living things)
- 📖 Chapter 3 (Cells and human reproduction)



# Problems facing by S1 students

 new to the school

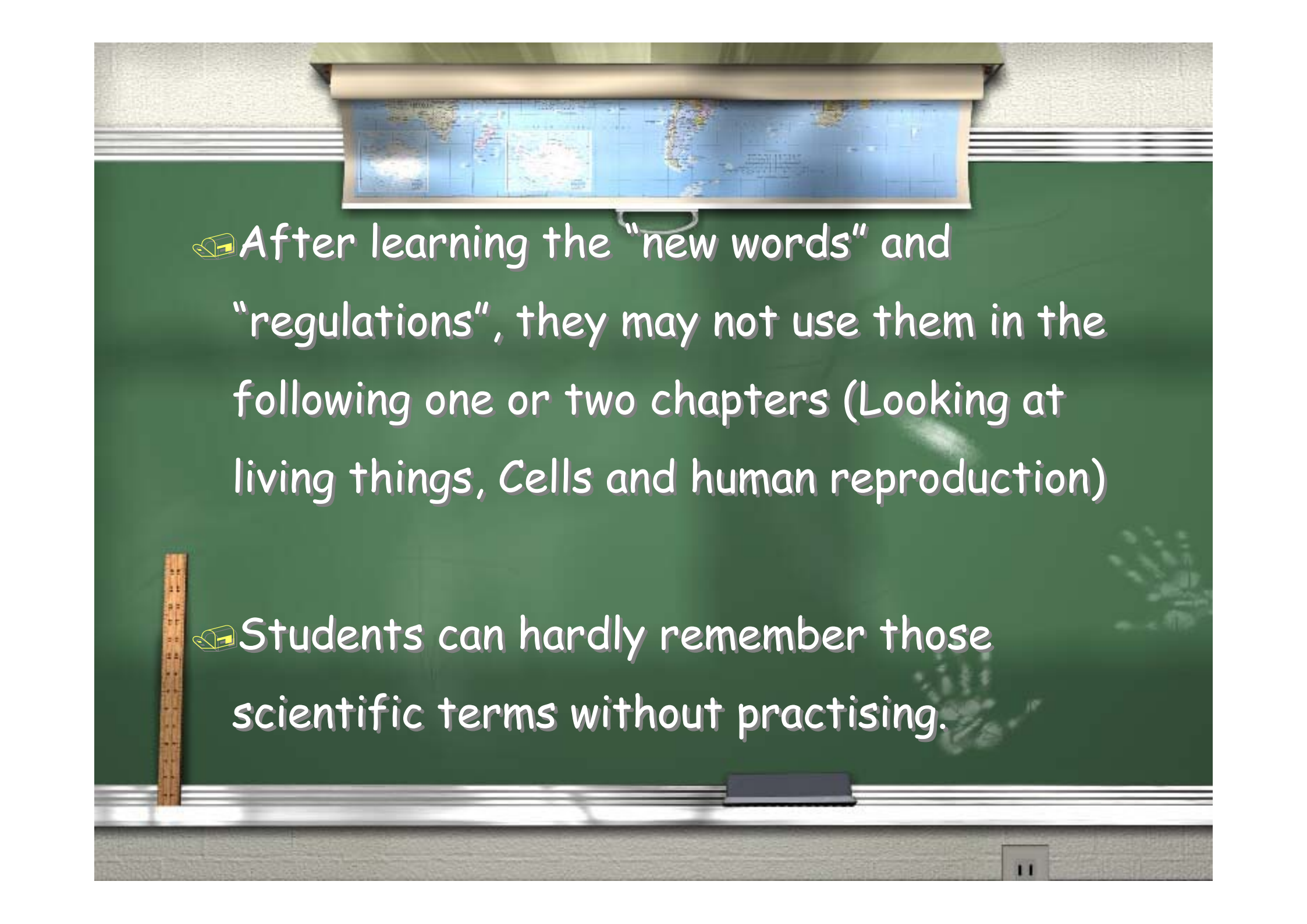
 may not get used to the secondary school-life and the ways of having science lessons in English

 give up easily



## Why not started with Chapter 1?

📖 Lots of vocabulary and laboratory regulations (students can't remember the new words easily even the MOI is Chinese)



After learning the "new words" and "regulations", they may not use them in the following one or two chapters (Looking at living things, Cells and human reproduction)

Students can hardly remember those scientific terms without practising.





## Starting with Chapter 4 (Energy)

📖 obvious science concepts

📖 most of the concepts were taught in the primary schools.





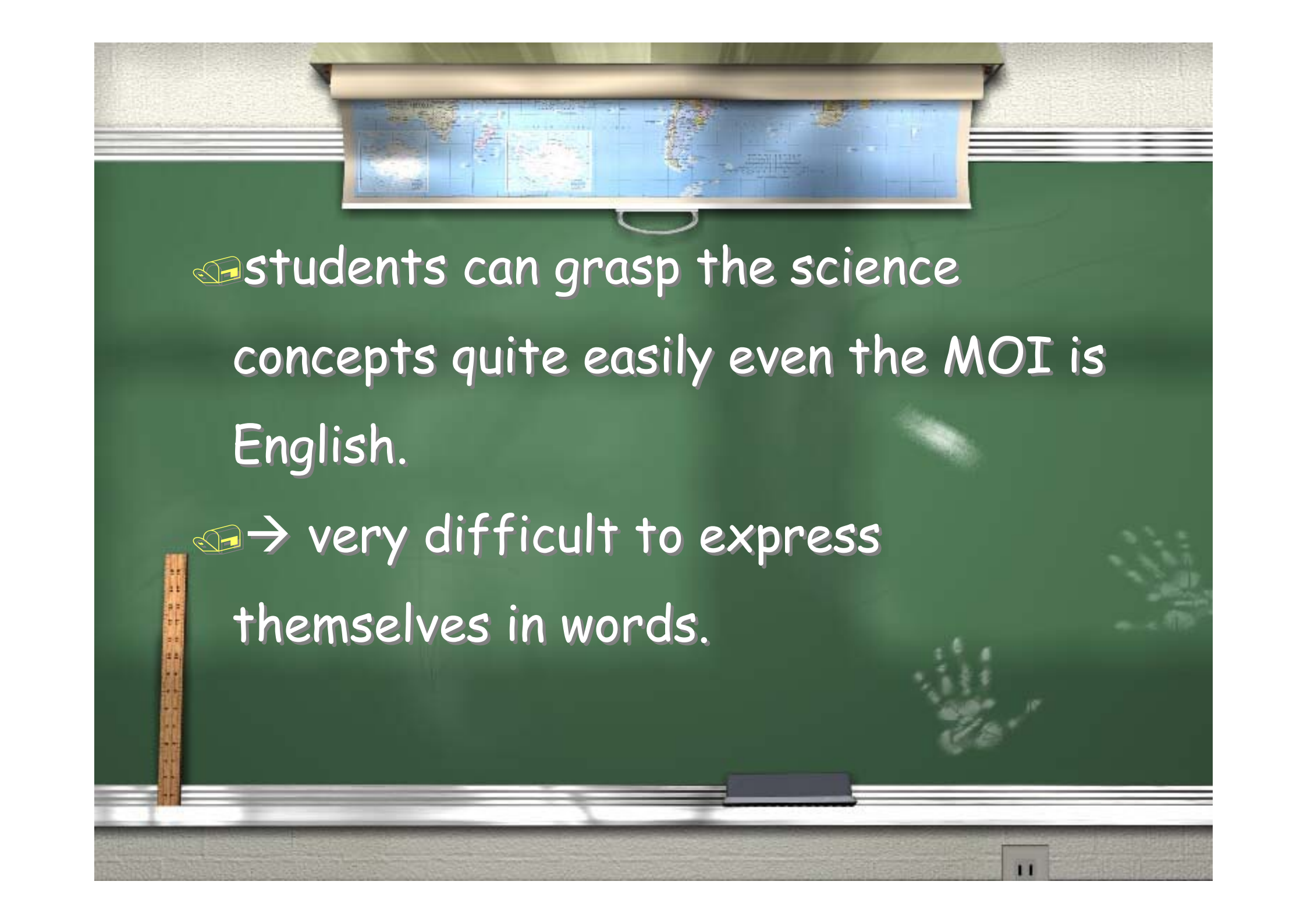
📖 Fewer vocabulary

📖 more time can be spent on discovering  
the interesting aspects in the subject.



## Cross-section discussion

-  Panel chairpersons from Physics, Chemistry, Biology and I.S. have discussed about the curriculum reform
-  The rearrangement of curriculum which can have a better interface with the NSS science subjects.





📖 students can grasp the science concepts quite easily even the MOI is English.

📖 → very difficult to express themselves in words.



# Let's Write for Science

 A grammar worksheet has been designed for the S1 students.

 2 or 3 sentence patterns will be introduced in each section.



# Vocab Spelling Game

📖 difficult to memorize all the vocabulary in need

📖 This may encourage the students to memorize the new words as soon as they have learnt them.



Good morning / good afternoon, could you please help me in practicing the following words spelling?

Words:

(1) impurities

(2) solid

(3) Distill






(4) soluble

(5) filter

Thank you very much. Can you sign this for me?



Who will help in this game?

-  Science teachers
-  All the teachers in the school
-  The principal
-  Student mentors
-  Student helpers from SU





# Visualization


 simple wordings

 pictures

 graphs




## Other resources

 Pronunciation of the new words are recorded and will be uploaded to the school website which could facilitate students' self-learning.



# Cross Department Co-operation

 Science Department ( I.S.) will cooperate with the English Department in the English Speaking Day.

# Co-operation between English Language, I.S. and I.C.T.

## A. English Speaking Day

- ✓ Conducted every Tuesday
- ✓ NETs prepare worksheet
- ✓ Students speak English with teachers and English Academic Prefects
- ✓ Enter Lucky Draw
- ✓ Win tuck shop vouchers

English Speaking Day Passport

English Speaking Day Worksheet  
I.S.  
WATER



# “Water Project”

 Working with the English Department.

 Students will be asked to do a project on

“water”.



# English teachers

 Responsible for teaching students  
the techniques in doing the project.



# IS teachers

 Responsible for providing information  
about the topics.

# Co-operation between English Language, I.S. and I.C.T.

## B. Mapping with curriculum

### *I.S.*

- ✓ *Easter Assignment*
- ✓ *Observe plant growth*
- ✓ *Finish learning log*



### *English Language*

- ✓ *Turn experience into writing*
- ✓ *Write a letter/ diary to record the activities during Easter Holiday*





## Part III: Conclusion

- Start small
- school support
- Set up a ELA / LAC committee
- Planning, implementation and evaluation (PIE)



Thank you!