OUR JOURNEY IN DOLACEE

Teaching ESL students in mainstream classrooms: language in learning across the curriculum

CCC YENCHING COLLEGE

Ms Yew Ming Oh Jenny (English Panel Chairperson)

Mr. Sit Cheung Wah (Mathematics Panel Chairperson)

Train-the-Trainer Programme

- **5 days intensive training**

- **50 CPD hours**

- **Sharing of between-module readings**

- **Demonstration of strategies learnt in Principals' Conference**

School Background

- Band 2 CMI school
- Broad learner diversity
- Low motivation in learning
- Experienced teachers

Students' Background

- **Most students are from low income families**

- **A considerable number of SEN students**

- **Lack of confidence in learning English**

- **Underestimated learning potential**

DOLACEE Tutor Training

- Introduction of modules in a structural approach
- Presentation of various pedagogies across the curriculum
- Demonstration of teaching and learning cycle
- Emphasis on scaffolding and sustainability

School Implementation

- **A well thought-out plan**
- **A collaborative approach**
- **A consensus among colleagues and school management**
- **A closer cooperation among departments**

Details of Implementation Plan

- **Inform the school management regarding the requirement of the programme well before the commencement date**

- **Confer with the school management regarding the time-table of teachers involved**

- **Block a common time for participants to attend the course and complete between-module readings and activities**

Implementation Plan

Development of Language Across the Curriculum for English-medium Education (DOLACEE)

Implementation Plan

2008-2009

1. **Aim:**

    This is a staff development programme with the aim of enhancing subject language proficiency of our students through effective classroom practices and cross-curricular collaboration.

2. **Time Frame and Target:**

    We aim to involve ALL teachers in the course with the exception of those teaching in the medium of Chinese in order to create a better atmosphere. In order to derive the utmost benefit, and given the existing workload of our colleagues, the course will be targeted at Science and Mathematics teachers initially.

    A breakdown of the number of teachers participating in the project this academic year (2008/2009) is as follows:

Number	Names of Teachers	Subject Area	Functional post (if any)
1	ChanCheuk Leong	Computer Studies	
2	ChanCho Kit	Mathematics	Vice- Panel Head of Mathematics
3	Chan Wai Leung	Computer Studies	
4	Chau Hon Hung	Mathematics	Vice Principal
5	Fong Wang Chu	Chemistry	
6	Kwok Fong Ming	Mathematics	
7	Kwok Yui Pan	Physics	
8	Lau Tsz Kee	Mathematics	
9	Lau Wai Kwan	Integrated Science	
10	Lee Ho Shing	Mathematics	
11	Lee Ka Ming	Chemistry	Panel Head of Computer Studies
12	Lee Siu Ling	Biology	
13	Leung Tim	Physics	
14	Lin Pui Shing	Mathematics	
15	Mok Siu Fan	Mathematics	
16	Ng Chiu King	Physics	Panel Head of Physics
17	Siu Chek Wun	Biology	Panel Head of Biology
18	Tang Kwok Chuen	Chemistry	Panel Head of Chemistry
19	Wong Chung Man	Mathematics	
20	Yuen Wai Pui	Integrated Science	Panel Head of Integrated Science

Changes Observed Among Participants

Before Attending DOLACEE Workshops…

- Apprehensive and mystified
- Worried about workload
- Feeling of being challenged in the subject matter
- Wrong perception of helping students to learn English

Changes Observed Among Participants

During DOLACEE Workshops…

- Difficulties at initial stage
- Coming to terms with various pedagogies
- Suitability in applying them to students
- Struggle in integrating elements of DOLACEE in teaching

Support for Participants

- Design guiding questions for reflection sheets
- Predict difficulties participants will encounter and provide support
- Time available for tutors to support participants in completing between-module readings
- Locate / Suggest appropriate target students for between-module activities

OUR MOMENTS IN DOLACEE

Changes Observed Among Participants

After DOLACEE Workshops…

- Acceptance of new strategies with an open mind
- Acknowledgement of the need to scaffold students with the subject language
- Readiness in collaborating across departments

Excerpts of between-module reading

"It is difficult for students to produce a written text immediately after a lecture. Discussion (talk) is important because talk can act as a bridge to writing"

"Through joint construction, students could benefit from shared experiences. With the help of joint construction, each student is able to write an article independently at a later stage."

OUR MOMENTS IN DOLACEE

OUR MOMENTS IN DOLACEE

Action Plan Template

CCC Yenching College

3-year Action Plan for DOLACEE (09-12)

Subject: _____

Objectives

1. To scaffold ESL students in learning across the curriculum
2. To bridge the interface between junior secondary/primary 6 and senior secondary/ junior secondary
3. To create a continuous and sustainable plan for three years

Genre & Task Map

Teaching Aspects	Year 1	Year 2	Year 3	
….				
….				
….				

Programme Plan

		Teach		Consolidation		
Level	Term	Teaching focus	Teaching material	Assignment	Assessment	

Evaluation

CCC Yenching College
3-Year Action Plan for ESL students in Physics Learning

Subject: NSS Physics
Teachers: Mr. Ng Chiu King, Mr. Kwok Yui Pan, Mr. Leung Tim
Period: 2009-2012

Objectives:
1. To scaffold ESL students in learning Physics in the NSS curriculum.
2. To establish a smooth transition from junior secondary to senior secondary.
3. To promote collaborative learning in class
4. To develop a staged and goal–oriented 3-year action plan.

Genre & Task Map

Teaching Aspects	Year 1	Year 2	Year 3
Technical Terms	**Teach**	Consolidate	Consolidate
Simple Sentence Writing	**Teach**	Consolidate	Consolidate
Text Reading	**Teach**	Consolidate	Consolidate
Listening Language Development	Expose	**Teach**	Consolidate
Oral Language Development	Expose	Expose	**Teach**
Writing (Procedure)	Expose	**Teach**	Consolidate
Writing (Description)	Expose	**Teach**	Consolidate
Writing (Sequential and Causal Explanation)	Expose	Expose	**Teach**
Writing (Argument)	Expose	Expose	**Teach**

Implementation Progress

A sample of DOLACEE log book

As the implementation of DOLLACEE is a three-year plan, teachers are requested to record the strategies used in their lessons. Below is a list of strategies introduced in DOLLACEE. Please indicate the corresponding number in the logbook.

STRATEGIES USED	
1. Key words clarification	11. Supporting listening
1. Visual clues	12. Reading for meaning
2. Collaboration with ESL teachers	13. Identifying genres – purpose and schematic structure
3. Producing texts for given contexts	14. Identifying textual organisation
4. Finding the context in the text	15. Graphic outline of a text
5. A functional model of language	16. Visual organiser of a text
6. A teaching learning cycle	17. Reference system
7. Language scaffolding (as required in the subject)	18. Nominal groups
8. Paired information gap task	19. Nominalisation
9. Sequencing and justification task	20. Dictogloss
10. Focused listening	

Date of lesson: Class: Duration:	Date of lesson: Class: Duration:	Date of lesson: Class: Duration:
Strategies used: a) b) c)	Strategies used: a) b) c)	Strategies used: a) b) c)
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Note:		