

TWGHs Mrs. Wu York Yu Memorial College

# Implementing Language across the Curriculum:

## School-based Perspectives



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# **THEME**

## **Administration level**

- 1. Different Phases of LAC in WYY**
- 2. Difficulties & Solutions**

## **Implementation level**

- 1. 3-year Plan & Annual Plan**
- 2. Cross-subject Collaboration**

# *School background*



- *established in Kwai Chung since 1977*
- *with different classes using CMI and EMI as MOI*
- *students mainly from public housing estates*
- *weak family support*

# LAC Team Members

	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<i>Member</i>	Preparing LAC Team	Forming LAC team	Expanding LAC team
<i>Administration</i>	Vice Principal	Vice Principal	Vice Principal
<i>English</i>	2 resource persons	Panel heads & 1 member	Panel heads & all members
<i>Humanities</i> <i>(Geog &amp; Hist)</i>	Panel head	Panel head & all members	Panel head & all members
<i>Science</i> <i>(IS, Phy, Chem, Bio)</i>		1 Science KLA coordinator & IS Panel head	Panel head & all members
<i>Maths</i>			Panel head & all members
<b>TOTAL</b>	<b>4</b>	<b>12</b>	<b>32</b> <b>(65% of the teaching staff)</b>

# Different Phases of LAC in WYY

<i>STARTING DATE</i>	<i>PHASE</i>	<i>CONTENT</i>
Jan, 2011	Phase 1	<b>Preparing LAC team</b>
March, 2012	Phase 2	<b>Forming LAC team</b>
Sept, 2012	Phase 3	Developmental
Sept, 2013	Phase 4	<b>Expanding LAC team</b> Developmental & Fine-tuning

# DIFFICULTIE

## TEACHERS

### English Curriculum

- main focus on general English

### Content Subject Curricula

- no systematic coverage on communication skills

## STUDENTS

- *Fewer opportunities to use English outside school*
- *No need to use English for “survival”*

# How to make English medium teaching more **EFFECTIVE**?

## Cross-curricular Planning

**Subject  
Knowledge**

+

**Language  
Knowledge**

**Leaders?**

**Roles of Teachers  
& Mode of  
Collaboration?**

**Scale?**

**Organizing  
Principles?**

**Subjects  
Involved?**



**Phase 1 – Preparing LAC Team**  
(starting Jan, 2011)

- ***Find the Change Agent***

## *Find the Change Agent – **CRISIS***

### *- Report on MOI Inspection*

- Need planning on teachers' training
- Limited collaboration among language subjects & content subjects
- Have to stretch students' potential in English learning
- Have to enrich the English learning environment

### *- Value-added Information*

### *- Coming 6-year Review Cycle of Fine-tuned MOI*

- *Attend LAC Workshop*
  - *increase teachers' awareness*
- *School Interflow*
  - *sharing of good practices*



**Institutionalize  
shared vision  
among teachers**

- **Financial Support:**

- Refined English Enhancement Scheme (REES) (11-13)**

- ***TAs assisting LAC work***
- ***School-based teacher training***
- ***Students' English learning activities***

## **Phase 2 – Forming LAC TEAM**

(starting March, 2011)

- **Inspiration from other schools' good practice**
- **Drafting the 3-year Plan and Annual Plan**
- **School-based objectives**
  - 1. Enrichment of  
English Learning Environment***
  - 2. Increase teachers' and students'  
Language Awareness***

# 3-year Plan (2012-15)

FOCUSED TASKS	2012-13	2013-14	2014-15
<b>1. Vocabulary Development</b>	F1-3	F1-3	F1-3
<b>2. Content Curriculum Mapping (Cross-curricular Writing)</b>	F1-3 1 time/year	F1-3 2 times/year	F1-3 2 times/year
<b>3. Spelling King &amp; Queen Interclass Competition</b>	F1-2	F1-2	F1-3
<b>4. English Speaking Days</b>	3 times/year	3 times/year	4 times/year
<b>5. Peer Lesson Observation (English Teachers &amp; Content Subject Teachers)</b>	F1 teachers (on a voluntary basis)	All F1-2 teachers	All F1-3 teachers
<b>6. Skills Curriculum Mapping &amp; Assessment</b>	-----	F1-2	F1-3
<b>7. Class-based English Talk at Morning Assemblies</b>	F1-6	F.1-6	F.1-6

# 3-year Plan (2012-15)

FOCUSED TASKS	2012-13	2013-14	2014-15
<i>Content Curriculum Mapping (Cross-curricular Writing)</i>	<b>F1-3 1 time / year</b>	<b>F1-3 2 times / year</b>	<b>F1-3 2 times / year</b>
<i>Spelling King &amp; Queen Interclass Competition</i>	<b>F1-2</b>	<b>F1-2</b>	<b>F1-3</b>
<i>Skills Curriculum Mapping</i>	<b>-----</b>	<b>F1-2</b>	<b>F1-3</b>

# Phase 3 – Developmental (starting Sept, 2012)

## Annual Plan (13-14)

FOCUS	ACTION TASKS
1) <b>Vocabulary Development</b>	◆ <i>Phonics Program</i>
	◆ <i>LAC Vocabulary Logbook</i>
	◆ <i>Spelling King/Queen Interclass Competition</i>
2) <b>Teacher Development</b>	◆ <i>Teacher Development Workshops on Phonics</i>
	◆ <i>Formal and Informal LAC Meetings</i>
	◆ <i>LAC Courses</i>
3) <b>Curriculum Mapping &amp; Assessment</b>	◆ <i>Content Curriculum Mapping &amp; Cross-curricular Writing</i>
	◆ <i>Skills Curriculum Mapping and Assessments</i>
4) <b>English-rich Environment</b>	◆ <i>Displays of English Learning Materials around the Campus</i>
	◆ <i>Subject-related Class-based English Talk during Morning Assemblies</i>
	◆ <i>English Speaking Days</i>
5) <b>F.1 Bridging Programme</b>	◆ <i>WYY LAC Learning Kit</i>



# **Annual Plan (13-14)**

**Content Curriculum Mapping  
Cross-curricular Writing**

**Phonics Program  
LAC Vocabulary Logbook  
English i-Zone**

**Bridging Program for  
pre-S1 students**

## **ANNUAL PLAN**

**Spelling King &  
Queen Competition**

**Skills Curriculum Mapping**

# Junior Form Content Curriculum Mapping

Form	Term	English	Geography	History	Int. Science	Cross-Curricular Writing
F1	1 <sup>st</sup>	Chp 1 A Fresh start Chp 5 <i>Out and about</i>	Chp 1 <i>Using urban space wisely</i>	Introduction to history study	Scientists (Nobel Prize winners)	<i>Geog + English</i>  <u>Common topic:</u> <i>Urban land use</i>
	2 <sup>nd</sup>	Chp 6 <i>Hong Kong Stories</i>	Chp 9 Taming the sand	Topic 2 <i>Traditional rural life of HK</i>	Food labeling	<i>History + English</i>  <u>Common topic:</u> <i>Traditional rural life of HK</i>
F2	1 <sup>st</sup>	Chp 2 <i>Arts for all</i> Chp 4 Incredible people	Chp 3 The trouble with water Chp 4 Scramble for energy	Topic 1 <i>The Renaissance</i>	Air pollution index	<i>History + English</i>  <u>Common topic:</u> <i>the Renaissance</i>
	2 <sup>nd</sup>	Chp 8 <i>Going green</i> Chp 7 Extreme nature	Chp 5 <i>Living with Natural hazard</i>	Topic 5 Growth and development of HK up to the early 20 <sup>th</sup> century	Acids and alkalis	<i>Geog + English</i>  <u>Common topic:</u> <i>Energy resources</i>
F3	1 <sup>st</sup>	Chp 2 <i>Healthy body, healthy mind</i> Chp 3 The best jobs in the world	Chp 2 Food problem Chp 11 Changing climate, changing environment	Topic 2 HK in the 20 <sup>th</sup> century	<i>Food (Bio)</i>  <i>Digestion (Bio)</i>	<i>Bio + English</i>  <u>Common topic:</u> <i>Food &amp; nutrition</i>
	2 <sup>nd</sup>	Chp 7 <i>Our beautiful planet</i> Chp 8 The world of the future	Chp 5 <i>Living with natural hazard</i>	Topic 1 Major achievement in the 20 <sup>th</sup> century		<i>Geog + English</i>  <u>Common topic:</u> <i>Global warming</i>

# Junior Form Content Curriculum Mapping

Form	Term	English	Geography	History	Int. Science	Cross-Curricular Writing
F3	1 <sup>st</sup>	<p>Chp 2 Healthy body, Healthy mind</p> <p>Chp 3 The best jobs in the world</p>	<p>Chp 2 Food problem</p> <p>Chp 11 Changing Climate, Changing Environment</p>	<p>Topic 2 HK in the 20<sup>th</sup> Century</p>	<p>Food (Bio)</p> <p>Digestion (Bio)</p>	<p><i>Bio + Eng</i></p> <p><u><i>Common topic:</i></u> <i>Food &amp; nutrition</i></p>
	2 <sup>nd</sup>	<p>Chp 7 Our beautiful Planet</p> <p>Chp 8 The World of the Future</p>	<p>Chp 5 Living with Natural Hazard</p>	<p>Topic 1 Major Achievement in the 20<sup>th</sup> Century</p>		<p><i>Geog + Eng</i></p> <p><u><i>Common topic:</i></u> <i>Global Warming</i></p>

# Cross-curricular Writing

An example: Global Warming - F.3 Geog + English

*TWGHs Mrs Wu York Yu Memorial College*

F.3 Geography and English Cross-Curricular Project

2012-13 (Language across the Curriculum)

Name: \_\_\_\_\_ ( ) Class & Number: \_\_\_\_\_ ( )

Theme: Global Warming and environmental issue

## **Activity 1 Warm-up Exercise**

Look at the following picture and answer the questions below.

- What issue is the picture about?
- How are we affected by this issue?

1. What is the tone of the poem?

- A. Funny
- B. Worried
- C. Amusing

2. Find out two pairs of rhyming words from the poem.

- The word \_\_\_\_\_ rhymes with \_\_\_\_\_ in stanza \_\_\_\_\_
- The word \_\_\_\_\_ rhymes with \_\_\_\_\_ in stanza \_\_\_\_\_

3. Who does the poet blame for causing global warming?

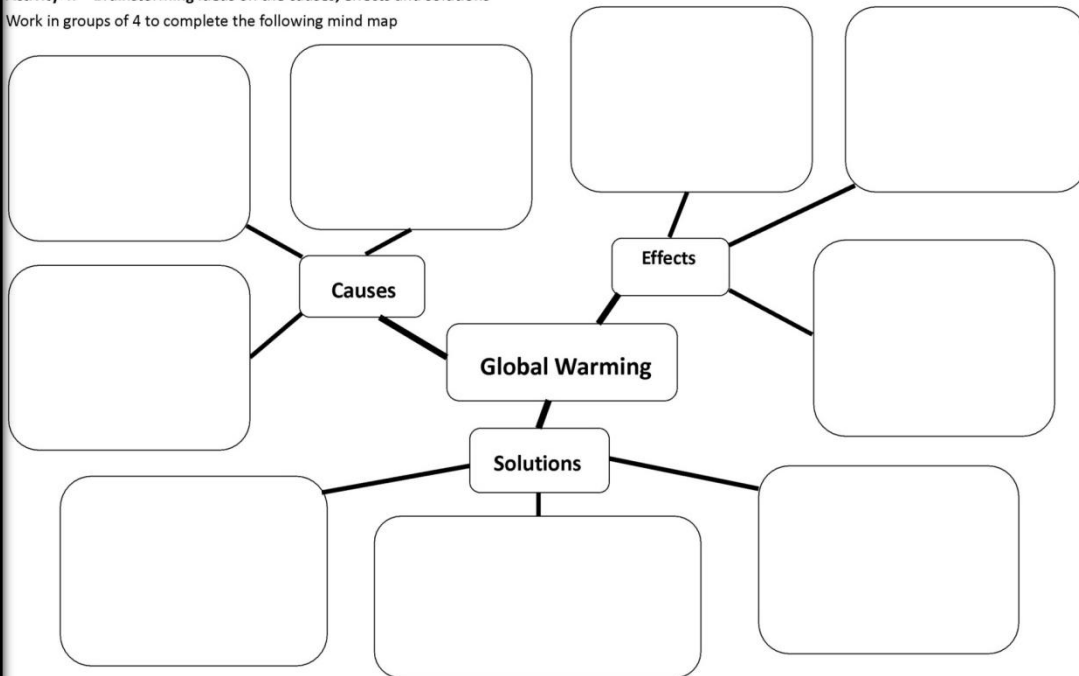
\_\_\_\_\_

4. Name 3 things the poet suggested doing to solve the problem of global warming

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Activity 4: Brainstorming ideas on the causes, effects and solutions**

Work in groups of 4 to complete the following mind map



# Student's Work

## *LAC Writing on Global Warming* *Written by Lenna Tang (F.3D)*

Mahatma Gandhi once said, 'Earth provides enough to satisfy every man's needs, but not every man's greed.' Every man now lives in a global village together, but the effects of global warming might potentially be catastrophic. The Earth and all of us will vanish. Therefore, we should keenly concern about global warming and know how to solve the problem.

Global warming is the increase in the average temperature of Earth's atmosphere and oceans. It affects both animals and mankind. The ice is melting worldwide, especially at the Earth's poles. Don't you know that the Polar bears are drowning and flooding becomes so serious? Moreover, hurricanes and other storms are likely to become stronger. Some diseases will spread faster, such as, malaria carried by mosquitoes. Global warming will bring us more and more observable effects on the environment. You can see the glaciers have shrunk, ice on rivers and lakes is breaking up earlier, plant and animal ranges have shifted and trees are flowering sooner. The weather is hotter.

Scientists have high confidence that global temperatures will continue to rise for decades to come, largely due to greenhouse gases produced by human. According to Hong Kong Observatory, they predicted that there would be no winter 50 years later in Hong Kong.

Lots of things like smoking, excessive logging of trees, driving a car that runs on fuel, factories producing toxic gases that go up into the atmosphere, deforestation, etc cause global warming.

Human should take responsibility for our own action whole-heartedly. Therefore, we must stop global warming. To make a long story short, from now on, we should boost energy efficiency and rev up renewable, such as, solar or wind energy. It reduces the amount of carbon dioxide. We can help to reduce the demand for fossil fuels, such as, reduce, reuse, recycle, etc. Also, we can walk or bike to school instead of driving our own car. Other advice includes planting more trees, using less air conditioning, etc. Another important thing to do is encouraging others to conserve. We must pull together our effort to fulfil this target. Otherwise, global warming will become more serious.

# Collaboration between the English & Content Subject Teachers

Teacher  
Development  
Workshops  
on Common  
Classroom  
Language,  
Phonics &  
Phonetics

## Classroom English for Teachers

1	<p>上一堂教到.....</p> <ul style="list-style-type: none"> <li>◇ In the last lesson we've covered __(topic)__. This lesson we'll talk about __(topic)__.</li> <li>◇ Boys and girls, tell me the topic we've talked about / covered in the last lesson?</li> <li>◇ Class, still remember what we talked about in the last lesson?</li> </ul>
2	<p>上堂已教完了.....</p> <ul style="list-style-type: none"> <li>◇ Last lesson we finished / covered the topic _____. Have you got questions about it?</li> </ul>
3	<p>大家是否有回家溫習上堂教授的內容</p> <ul style="list-style-type: none"> <li>◇ Did you do any review about __(topic / chapter)__ that we talked about last lesson?</li> <li>◇ Did you go over my notes /the coursebook on the topic _____ at home? I expect all of you to do so and now I have a few questions to ask you.</li> </ul>
4	<p>請打開課本第.....頁</p> <ul style="list-style-type: none"> <li>◇ Please open your book to page _____.</li> <li>◇ Please turn your notes to page _____.</li> </ul>
5	<p>今堂我會教.....</p> <ul style="list-style-type: none"> <li>◇ Today I'd talk about _____. / This lesson let's talk about _____.</li> <li>◇ Do you know what we're going to learn today? This lesson the topic is _____.</li> </ul>
6	<p>大家是否試過.....</p> <ul style="list-style-type: none"> <li>◇ Boys and girls, have you ever tried to ___verb___ ?</li> <li>◇ Class, have you tried ___verb + ing___ before?</li> </ul>
7	<p>你們學過這生字嗎?</p> <ul style="list-style-type: none"> <li>◇ Have you seen / learnt this word before?</li> <li>◇ Did you learn this word in your primary school?</li> <li>◇ Did your teacher mention this word in the primary school?</li> </ul>
8	<p>為何課程要有這部份?</p> <ul style="list-style-type: none"> <li>◇ Why do we have this part / topic in F.1/2/3 Geography / History / I.S?</li> <li>◇ Why is it important for us to study __(topic) __ in F.1/2/3 Geography / History / I.S?</li> </ul>

susan	/ð̩/	/'su:zn/
sue	/ð̩/	/su:/ or /sju:/
sugar	/ð̩/	/'ʃʊgə/
sudden	/ʌ/	/'sʌdn/
Surrey	/ʌ/	/'sʌrɪ/ (US) /'sɜ:ri/
fly	/ɪ/	/flaɪ/
gym	/ɪ/	/dʒɪm/

**(C) What is Phonetics? /fə'netɪks/**

- Sound-symbol relationship
- Accounts for the pronunciation of ALL (100%) English words

**44 speech sounds**

- 1] **20 vowels** (韻母/元音)
- a. **7 short vowels** (6 + 1 schwa 輕聲)
  - b. **5 long vowels** marked with ' : '
  - c. **8 double vowels** (diphthongs)
- 2] **24 consonants** (聲母)

i:	ɪ	ʊ	u:	ɪə	eɪ		
sheep	ship	book	shoot	here	wait		
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
left	teacher	her	door	tourist	coin	show	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
hat	up	far	on	hair	like	mouth	
p	b	t	d	tʃ	dʒ	k	g
pea	boat	tree	dog	cheese	joke	coin	go
f	v	θ	ð	s	z	ʃ	ʒ
free	video	thing	this	see	zoo	sheep	television
m	n	ŋ	h	l	r	w	j
mouse	now	thing	hope	love	run	we	you





TUNG WAH GROUP OF HOSPITALS  
MRS. WU YORK YU MEMORIAL COLLEGE

# Project iRAC

(F. 1-6)

Pronunciation  
Spelling

Reading aloud  
Verbal presentations

## LET'S LEARN PHONICS!

i = I

R = Read

A = Aloud

C = Confidently

# "Short" vowel sounds...

	a		e		i		o		u
ab	tab	eb	web	ib	liberal	ob	rob	ub	club
ac	back	ec	deck	ic	sick	oc	rock	uc	duck
ad	bad	ed	bed	id	lid	od	rod	ud	mud
af	after	ef	left	if	lift	of	soft	uf	stuff
ag	bag	eg	leg	ig	big	og	dog	ug	mug
al	album	el	fell	il	kill	ol	doll	ul	dull
am	jam	em	temple	im	simple	om	Tom	um	jump
an	ant	en	pen	in	pin	on	pond	un	sun
ap	apple	ep	kept	ip	tip	op	top	up	cup
as	ascent	es	mess	is	miss	os	loss	us	bus
at	cat	et	set	it	sit	ot	hot	ut	cut

Read aloud and chant.

# "Long" vowel sounds...

	a		e		i		o		u
ba	baby	be	bee	bi	bicycle	bo	bow	bu	build
ca	case	ce	cereal	ci	decide	co	cold	cu	cute
da	date	de	deer	di	diary	do	donut	du	due
fa	fate	fe	fever	fi	find	fo	fold	fu	fuel
ga	gate	ge	gear	gi	guide	go	go	gu	regular
ha	hate	he	he	hi	hide	ho	hole	hu	huge
ka	kate	ke	key	ki	kind	ko	koala	ku	kudos
la	late	le	delete	li	lie	lo	load	lu	dilute
ma	May	me	me	mi	mile	mo	most	mu	mute
na	nation	ne	Chinese	ni	nine	no	noble	nu	nutrient
pa	pay	pe	peer	pi	pine	po	pole	pu	pupil
ra	ray	re	rear	ri	ride	ro	rode	ru	ruler
sa	say	se	see	si	side	so	so	su	sue
ta	taste	te	tea	ti	tie	to	toe	tu	tube
va	vapour	ve	vehicle	vi	violin	vo	vote		
wa	way	we	we	wi	wide	wo	woke		

Read aloud and chant.

# Capacity Building for Students

## Classroom Language

### Summer Bridging program

with special  
emphasis on  
LAC for  
pre-S1  
students

#### Asking for Permission

Look at the table below showing how to ask for, give and refuse permission.

Asking for Permission	Giving Permission	Refusing Permission
Can I go out, please?		
Could you open the window, please?		No, please don't.
Please can I have a look at your photos?	Yes, of course.	I'm sorry, but that's not possible.
Could I try some of your dim sum?	Sure, go ahead.	No, I'm afraid not.
Would you mind if I asked you something?	Sure.	Sorry, no.
Is it okay if I sit here?	No problem.	
Would it be all right if I borrowed your mobile phone?		
Please may I go to the toilet?		

# History

## Language Focus

### Showing degrees of certainty

- A. **You were** born after the handover. You **do not** have any personal memories of life under British rule.
- B. Your parents were born before the return of Hong Kong to China. **It is likely** that they will have memories of life under British rule.
- C. **It is possible** that your grandparents can remember the Japanese Occupation.

Part A shows strong certainty (100% - it is) as the writer knows it to be a fact.

Part B shows quite strong certainty (it is likely=it is quite sure it is a fact. However she cannot show because it is possible that your parents did not live at that time and it is also possible that they have a terrible memory of the time.)

Part C shows a weaker level of certainty (it is possible=the writer is guessing whether your grandparents were children or not at the time of the Japanese Occupation. The class may have been born after the handover.)

# Science

## 3. Laboratory rules:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

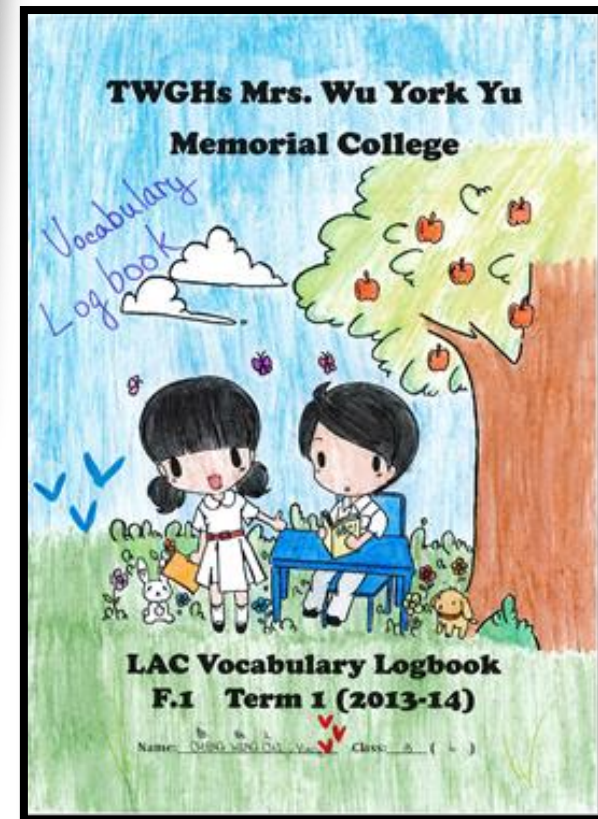
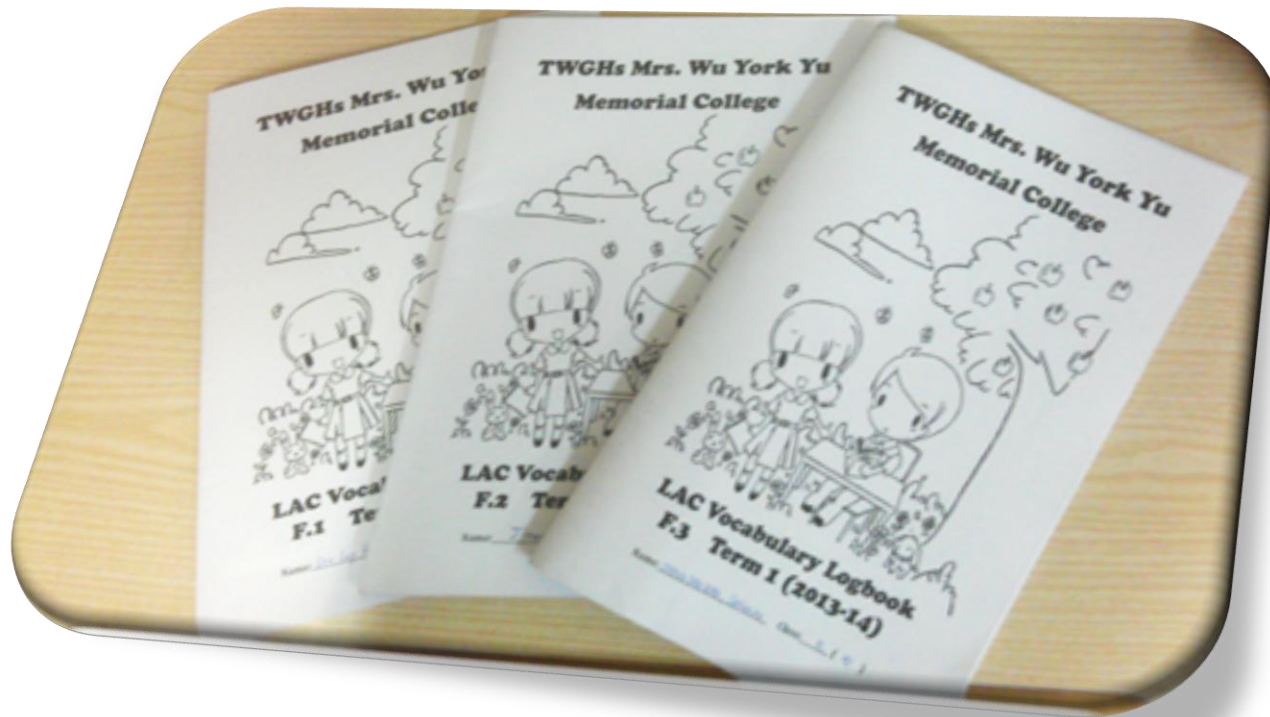
### Task 6. Words

*Impossible*

Which word means...

Which word means...

# LAC Vocabulary Logbook for Students' Self-learning



# English Glossary

## Chapter 1 Pop life

1

**gadget**

Part of speech: v. / (n) / adj. / adv. / \_\_\_\_\_  
Meaning: a small, useful device 小玩意/器具  
Related words: electronic gadget, mobile phone

3

**tablet computer**

Part of speech: v. / (n) / adj. / adv. / \_\_\_\_\_  
Meaning: a small, flat computer controlled by touching 平板電腦  
Related words: iPad

5

**advertisement**

Part of speech: v. / (n) / adj. / adv. / \_\_\_\_\_  
Meaning: a public promotion of products or services 廣告  
Related words: advertising

7

**magazine**

Part of speech: v. / (n) / adj. / adv. / \_\_\_\_\_  
Meaning: a periodic publication 雜誌  
Related words: Time, magazine publisher

9

**social networking website**

Part of speech: v. / (n) / adj. / adv. / \_\_\_\_\_  
Meaning: 社交網站 a website which can let people make friends  
Related words: facebook

2

**smartphone**

Part of speech: v. / (n) / adj. / adv. / \_\_\_\_\_  
Meaning: a mobile phone that can be used as a computer 智能手機  
Related words: iphone

4

**popular culture**

Part of speech: v. / (n) / adj. / adv. / \_\_\_\_\_  
Meaning: 流行文化 commercial products  
Related words: Korean-Pop, fashion

6

**idol**

Part of speech: v. / (n) / adj. / adv. / \_\_\_\_\_  
Meaning: Someone who is admired and respected 偶像  
Related words: singers, sports stars

8

**comic strip**

Part of speech: v. / (n) / adj. / adv. / \_\_\_\_\_  
Meaning: cartoon strip 連載漫畫  
Related words: funnies, strip

10

**tabloid**

Part of speech: v. / (n) / adj. / adv. / \_\_\_\_\_  
Meaning: 小報 newspaper  
Related words: passage

bakery

Part of speech: v. / n. / adj. / adv. / \_\_\_\_\_

Meaning : a place where bread and cakes are  
made or sold 麵包店

Related words: bake, bread

3

electricity generation

Part of speech: v. / n. / adj. / adv. / \_\_\_\_\_

Meaning : \_\_\_\_\_

Related words: electric, generate, generation gap

# English iZone

(Pronunciation of Vocabulary by the NET)

The screenshot shows the English iZone website interface. At the top, there is a blue header with the logo and the text "English iZone". Below the header, there is a navigation bar with "Home" and "Useful Vocabulary and Phrases". A dropdown menu is open, showing "English" selected, with sub-menus for "Geography", "History", "Integrated Science", "Physics", "Chemistry", "Biology", "Life & Society", and "LAC Writing". The "Geography" sub-menu is further expanded to show "Form 1", "Form 2", and "Form 3", with "Form 1" selected and a sub-sub-menu showing "Unit 1", "Unit 2", and "Unit 3". A red box highlights the "Form 1" sub-menu, and a red arrow points to it with the text "Click this for the vocabulary items".

The main content area displays several vocabulary cards. Each card includes a "Phrase" (e.g., "1. rural area", "3. land use", "4. commercial", "5. residential", "6. industrial"), a "Phonics" section with the word broken down into syllables (e.g., "rural area", "land use", "commercial", "residential", "industrial"), and an "Audio" section with a play button and volume controls. A red box highlights the play button in the "Audio" section of the "5. residential" card, with a red arrow pointing to it and the text "Click here to play".

Page 1 2 3

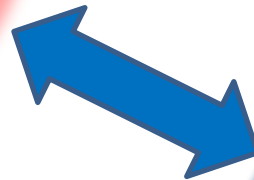


# Incorporating LAC Elements into the Teaching, Learning and Testing of English Language

- *Recycling of content subject vocabulary in English lessons /oral examinations*
- *Skills curriculum mapping*

# Skills Curriculum Mapping

Teaching  
definitions  
in content  
subjects



Teaching  
relative  
clauses  
in English

# *Traditional Way of Teaching Relative Clauses*

*e.g. I saw a man. The man was acting weird.  
---> I saw a man who was acting weird.*

## *New Way: Integrating Subject Content with English Language Teaching*

- 1 Photosynthesis is a process in which green plants turn water and oxygen into food with the help of light. (I.S.)*
- 2 Martin Luther is the person who led the Reformation. (Hist.)*
- 3. Greenhouse effect is the increase of the Earth's temperature that is caused by air pollution. (Geog)*

# Evaluation & Monitoring

- *Panel / LAC Meetings*
- *Students' Performance*
- *Use of Questionnaires*

TEACHERS  
ARE  
LEARNERS  
TOO!

# Collaboration & Capacity Building for Teachers

- *Professional Development Schools  
(PDS) Scheme*
- *School Interflow on school-based LAC  
development*
- *Training of Resource Persons  
(5-day HKU course)*

## **Phase 4** – Expanding LAC Team (13-14) Developmental & Fine-tuning

- **Enlargement of the LAC Team:**
  - *Incorporating all English Teachers & Maths Teachers*
  - *32 Teachers*  
(65% of the Teaching Staff)

# THE WAY FORWARD

## ***Gardening Technique***

→ Enhancement of  
Classroom Pedagogy

## ***Preparing the Soil***

→ Enrichment of English  
Learning Environment



# Future Focus on Enhancing Classroom Pedagogy

- **Worksheet with Language Focus**
- **Recycling of vocabulary learnt in Content Subjects  
in English Lessons / Homework**
- **Cross-curricular Reading**
- **Assessment of Students' Work  
e.g. adding communication  
marks**

# Continuous Collaboration & Capacity Building

**Stages in Lesson Observation** → form a Learning Circle

1. **KLA Lessons** open to Panel Members
2. **English Lessons** open to Content Subject Teachers
3. **Content Subject Lessons** open to English Teachers

*“ Invite Experts for  
Professional Development  
on Lesson Observation  
& Classroom Pedagogy “*

# **Criteria for Success**

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- **Whole School Approach**
- **Top-down / Bottom-up Approach**

# Criteria for Success

- **THINK BIG but START SMALL**  
(tailored to the school's situation and needs)
- **3-year Plan & Annual Plan**
  - ◆ **Enrichment of English Learning Environment**
  - ◆ **Enhancement of Classroom Pedagogy**

# **Criteria for Success**

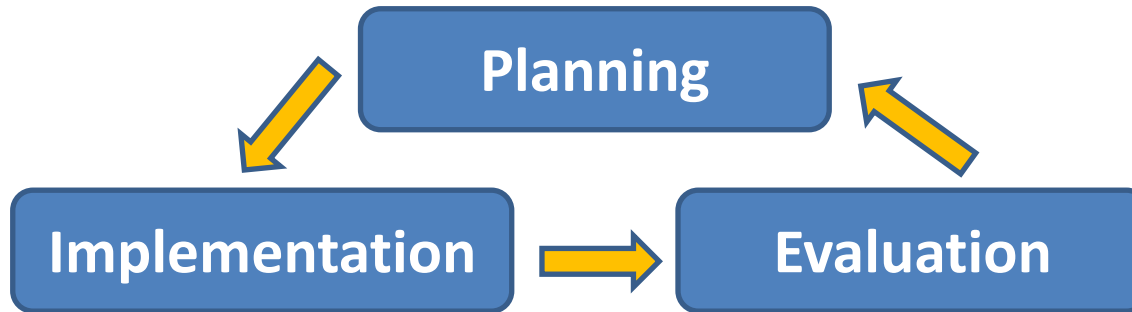
- **The English Department plays an Active & Leading Role**
- **Identify the Resource Persons**
- **Administration**

# **Criteria for Success**

- **Culture of Collaboration**
- **School Interflow**

# Criteria for Success

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## ➤ Always PIE

- ◆ **Planning: understand the Needs**
- ◆ **Implementation: take more Pilot Tests**
- ◆ **Evaluation: reflect & brainstorm possible Solutions**

# Criteria for Success

- **Constant Praise on Students' Work**  
**e.g. Wall of Fame**



# Our Beliefs

**LAC**

= **Content Awareness + Language Awareness**

= **Effective Learning of both Content & Language**

***THE END***

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