

# Reading Fair 2012

Reading to Connect –  
Strategies to Enhance Students’  
Learning Capacity

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# Outline

- ▶ “Connect” in the title word – at many levels
- ▶ Across the curriculum – RAC / WAC
- ▶ Strategies and pedagogical practice
- ▶ Implementation of LAC

# Connections at many levels

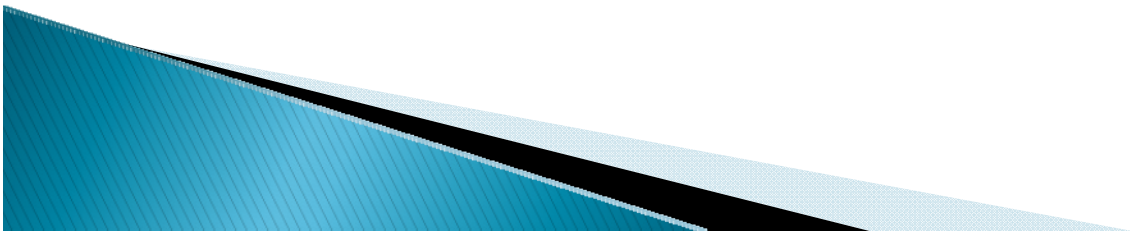
- ▶ Connect everyday English language with academic language used for studies
- ▶ Connect English with other subjects in the curriculum
- ▶ Connect reading with other skills, e.g. writing, speaking etc.
- ▶ Connect the primary and secondary English school curriculum
- ▶ Connect students' learning experiences in school with what happens outside school – and for life-long learning

# Current situation

- ▶ Deliberate effort by the government to promote reading – reading much emphasized in the English language curriculum
- ▶ A Reading Culture taking root in many schools – various reading programmes at all levels
- ▶ Facilitate reading across the curriculum and connect students' learning experiences
- ▶ Enhancing learning capability in school and for life-long learning

# Reading Purposes

- ▶ Situations for English reading
  - Reading for personal use
  - Reading for public use
  - Reading for education
  - Reading for work (occupational)
  
- For our students, what do they need English for?



# Common Comments from Teachers of S.1. Students

- ▶ What English have students learnt in primary school?
- ▶ Students lose motivation as they get older
- ▶ Lack of vocabulary and poor word attack skills
- ▶ Inadequate phonics training, difficulty in spelling
- ▶ Inability to express concepts and ideas in English
- ▶ Inability to follow a lesson conducted entirely in English

- ▶ Inability to deal with longer and linguistically more complex texts
- ▶ No confidence speaking in English
- ▶ Students find English difficult and frustrating
- ▶ Reading habit not well-developed
- ▶ Poor classroom discipline
  
- ▶ *Is there a gap between the primary and secondary English curriculum, and if so, what is the nature of this gap? How do you bridge the gap?*
- ▶ *What are the demands for English in EMI education? – examine some examples from textbooks*

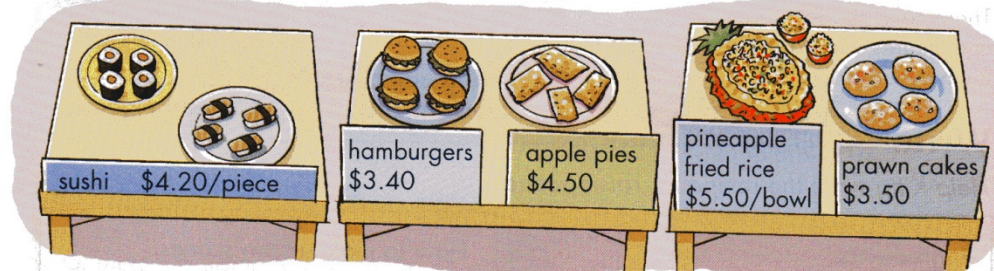
## Look and read

### At the international food festival



## Look, ask and answer

Look at the different food. Ask and answer questions with your classmate.



S1: Hello. I'd like to buy some food. What food are you selling?

S2: I'm selling \_\_\_\_ (and \_\_\_\_). It's/They're \_\_\_\_ food.

S1: How much does it/do they cost?

S2: A \_\_\_\_ costs \_\_\_\_ dollars and \_\_\_\_ cents./

A \_\_\_\_ of \_\_\_\_ costs \_\_\_\_ dollars and \_\_\_\_ cents.

S1: May I have ..., please?

S2: Yes, of course. That'll be \_\_\_\_ dollars and \_\_\_\_ cents.



## Read and write

Help Kitty complete her letter to her cousin, Lucy.

8 February \_\_\_\_\_

Dear Lucy,

How are you and Simon? Ben and I are very well. My school had an international food festival last week. My classmates and I wanted to raise money for the SPCA.

We sold food from different countries. Peter sold \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

They were \_\_\_\_\_ food. Alice sold \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

They were \_\_\_\_\_ food. Joe sold \_\_\_\_\_ and \_\_\_\_\_.

They were \_\_\_\_\_ food. I sold \_\_\_\_\_.

They \_\_\_\_\_.

We raised \$2,000 for the SPCA. We hope the money will help the animals at the SPCA.

Love,

Kitty

## Tommy Target

▶ What/Why/When/Where/What time/How/Who ...?

▶ I like Japanese food best.  
American  
English  
Thai

▶ First,/Secondly,/Next,/Then/  
After that,/Finally, ...

▶ \_\_\_\_\_ dollars and \_\_\_\_\_ cents

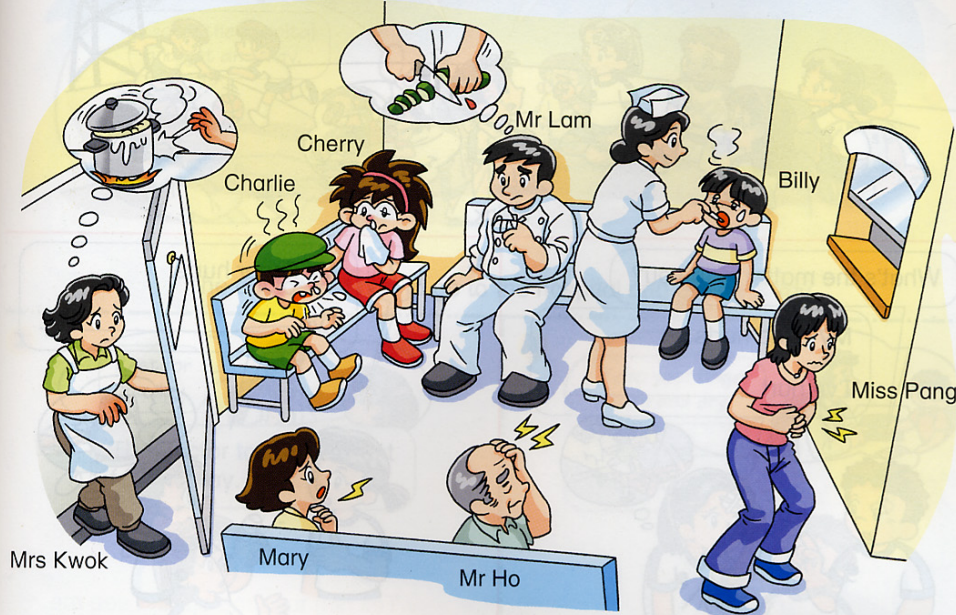
▶ ... going to ...

▶ a plate of \_\_\_\_\_  
piece  
bowl



# 6 Visiting the doctor

**A** These people are not feeling well. What is the matter with them?



Mr Ho has a headache.  
Billy has a fever. The nurse is taking his temperature with a thermometer.

- 1 a headache
- 2 a sore throat
- 3 a stomachache
- 4 a runny nose
- 5 a burn
- 6 a cut
- 7 a fever
- 8 a cold

## How can we locate a place on a map by using grid references?

- 1 Name the four-figure grid reference (grid square) of 'A'.
- 2 Name the six-figure grid reference of 'A'.
- 3 Mark 'B' at grid reference 085627.



Look at Figure 4.

There are two sets of lines on the map. They are called **grid lines** (格網線). Each grid line is numbered by a two-digit value. The vertical grid lines are called **eastings**. Their number values increase eastwards. The horizontal grid lines are called **northings**. Their number values increase northwards.

A grid reference on a map is formed by the number of an easting and the number of a northing. It may be either four-figure or six-figure.

For example, 0862 is a four-figure grid reference showing a **grid square** (格網方格) (the yellow square in Figure 4). It is bounded by eastings 08, 09 and northings 62, 63. This four-figure grid reference is used to locate any objects inside the grid square.

A four-figure grid square can be subdivided into 100 smaller grid squares. Each small grid square is represented by a six-figure grid reference. This allows us to give a more accurate reference. For example, C is in 089627 (easting 089, northing 627).

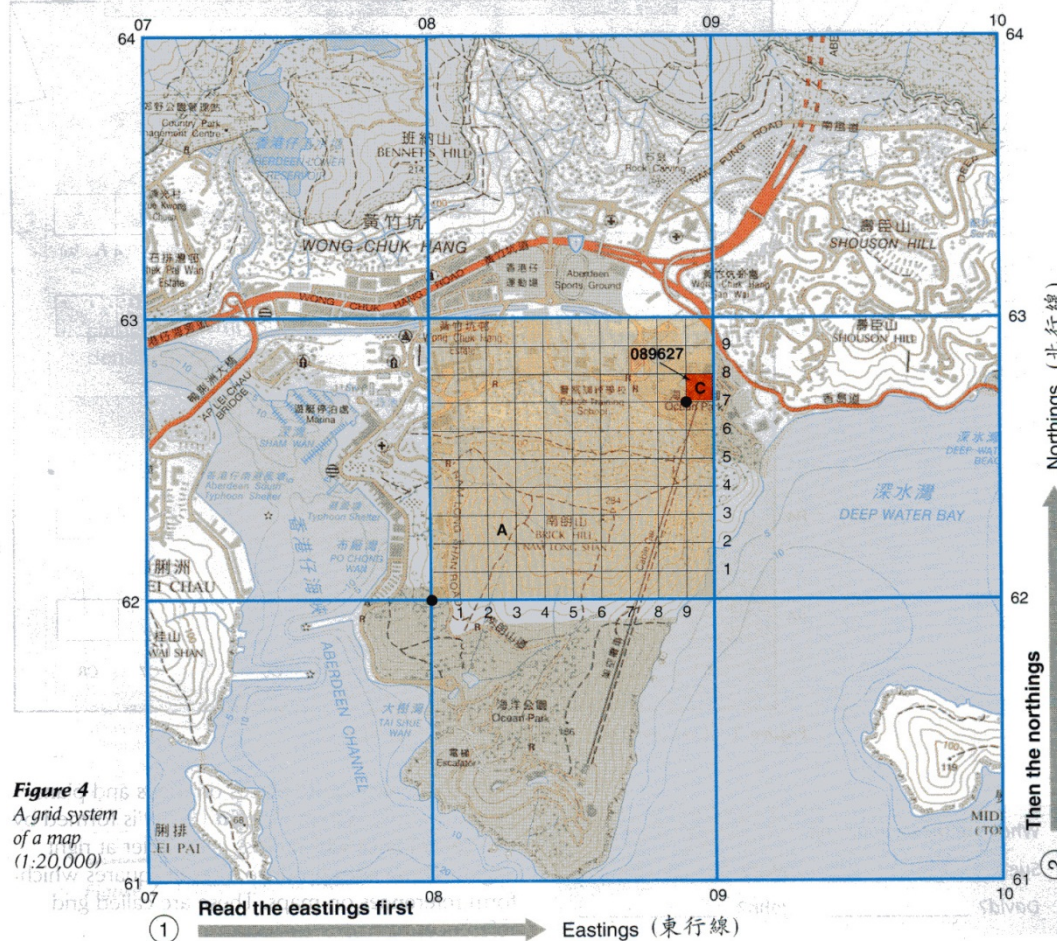


Figure 4  
A grid system  
of a map  
(1:20,000)

# Geography – “How can we locate a place on a map by using grid references?” (the first paragraph)

- ▶ There are two sets of lines on the map. They are called **grid lines**. Each grid line is numbered by a two digit value. The vertical grid lines are called **eastings**. Their number values increase eastwards. The horizontal grid lines are called **northings**. Their number values increase northwards.
- ▶ A **grid reference** on a map is formed by the number of an **easting** and the number of a **northing**. It may be either four-figure or six-figure.

### 3.3

## Notations for Various Numeral Systems

### A. Numeral Systems around Us

In everyday life, we prefer using measuring units in the **metric system** 十進制 to simplify calculation and conversion. The metric system is a decimal (or denary) system, the conversion factors are either 10 or powers of 10.

For example, units for measuring lengths are metre (m), centimetre (cm), millimetre (mm), etc. where  $1\text{ m} = 100\text{ cm}$  and  $1\text{ cm} = 10\text{ mm}$ . Units for measuring weights are kilogram (kg), gram (g), milligram (mg), etc. where  $1\text{ kg} = 1000\text{ g}$  and  $1\text{ g} = 1000\text{ mg}$ .

As well as the metric or decimal system, other <sup>†</sup>numeral systems are used in everyday life. For example, in the phrases ‘one minute’ and ‘one hour’,  $1\text{ minute} = 60\text{ seconds}$  and  $1\text{ hour} = 60\text{ minutes}$ . In this system, the quantity moves to the next unit every 60. Therefore, minutes and hours are units in the sexagesimal system. The following table shows some more everyday examples of non-metric systems.

(<sup>†</sup>Numerals are symbols used to denote numbers. e.g. 0, 1, etc. are Arabic numerals and I, X, etc. are Roman numerals.)

The metric system is easy to use.



The bookcase is 140 cm tall, i.e. 1.4 m.

The tin weighs 850g, i.e. 0.85 kg.

**Fig. 1** Everyday examples of the metric system

Base 60

## Activities 5 (h)

1. Compare the different water purification methods: (Fill in 'Yes' or 'No' in the spaces)

Method	Does it remove large particles?	Does it remove small suspended particles?	Does it remove micro-organisms?	Does it remove dissolved minerals?
Sedimentation		No		
Filtration	Yes	Yes		
Distillation		Yes	Yes	
Chlorination			Yes	No

2. Why doesn't the WSD use distillation for water treatment?

## 5.2 The Water Cycle

### A. The formation of clouds and the water cycle

We know that water changes into steam when it is boiled. However, even though it is below its boiling point water can change into gas which we call **water vapour**. This process is called **evaporation**.



Fig. 5.13 Clouds often form when air rises over warm ground.

The heat of the sun causes water to evaporate from seas, lakes, rivers, ground surfaces and plants. Warm air carries the water vapour up. A **convection current** forms. Temperature falls as height increases. When water vapour moves upwards, it **condenses** to form water droplets. The water droplets gather to form a cloud. The clouds may be carried a long distance by the wind. As the water droplets in the clouds grow bigger, they may fall as rain, snow or even **hail**.

As rain falls, water travels back to the sea, **seeps** into the ground or is absorbed by plants. The cycle repeats and is called the **water cycle**.

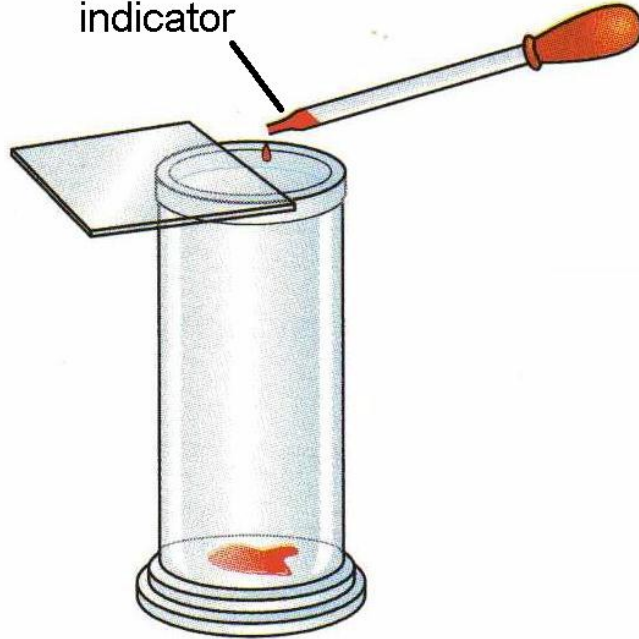
condense 凝結  
convection current 對流  
evaporation 蒸發作用

water cycle 水循環  
water vapour 水蒸氣

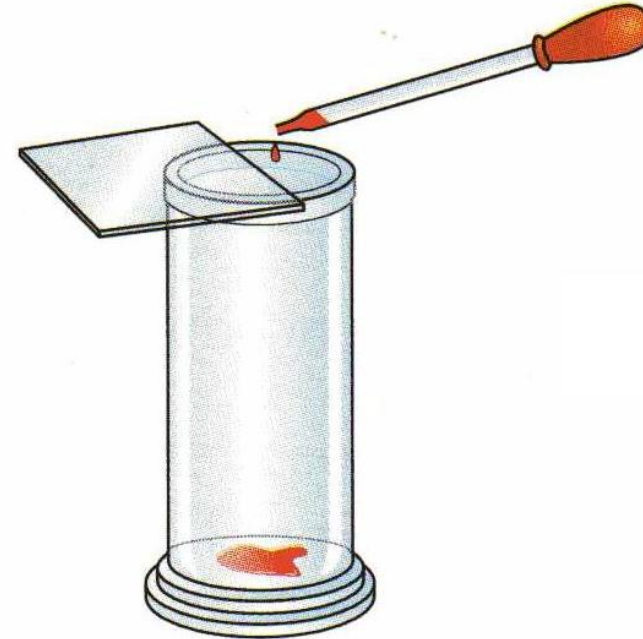
hail 冰雹

seep 滲透

hydrogencarbonate  
indicator



fresh air



exhaled air

**What happens to the colour of the indicator?**

**Exhaled air contains \_\_\_\_\_ (less/more)  
carbon dioxide than fresh air.**

# English textbook materials at primary / junior levels

- ▶ lots of artificial dialogue (i.e. spoken English written down)
- ▶ limited academic language
- ▶ much repetition of simple words and structures
- ▶ Use of high frequency words – for daily conversation
- ▶ limited narrative or expository writing
- ▶ books assume role of a teacher
- ▶ story-telling, songs, drama, big books, use of visuals etc.
- ▶ Fun and pleasure emphasized



# Difficulty in understanding academic text-types

- ▶ Knowledge & linguistic structures in academic text type
  - Highly complex and condensed structures for students to comprehend
  - E.g. *An organ is a structure in an animal or a plant, which is composed of several different tissues grouped together to make a functional unit.*
- ▶ The logic of academic language is different from the logic of our usual, everyday language: it has got a high density of information units!
- ▶ ESL/EFL students will need a transition phase: e.g., from short, simple sentences to complex sentences, and then to extended paragraphs

# English For Academic Purposes

- ▶ *BICS vs CALP (Cummins – Basic Interpersonal Conversational Skills & Cognitive Academic Language Proficiency)*
- ▶ 5–7 years for immigrant students to achieve peer-appropriate levels in English academic skills as native-English-speaking students
- ▶ Conversational fluency / discrete language skills / academic language proficiency
- ▶ Need for co-operation between language and subject teachers
- ▶ Need for LAC – RAC, WAC
- ▶ Importance of extensive reading and writing

# Some strategies

- ▶ Understanding rhetorical patterns in the language
- ▶ Explore content-based genre in content subjects for reading and writing
- ▶ Knowledge construction & negotiation of meaning
- ▶ Construction of texts – deconstruction and reconstruction
- ▶ Develop common expectations and descriptors of texts students should produce
- ▶ Understanding basic linguistic cues, e.g. prefixes, suffixes, root words
- ▶ Use subject-specific and theme-related examples

## The 'academic' functions of texts – connections across different subjects

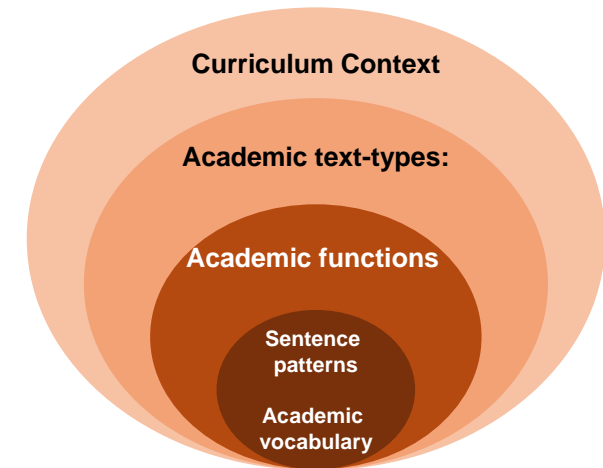
- ▶ **'Academic' (rhetorical) function:** the effective use of language to achieve different purposes. Different types of texts use different language and different text organization to achieve different purposes.
- ▶ **The functions of language:** Any of the kinds of things that can be done in or through language. We speak or write to *give information*, to *explain*, to *express an opinion*, to *try to get someone to do something*, to *give a solution*, to *make people laugh* etc.
- ▶ **Text types / Functions:** Discussion / Recount / Procedure / Narrative / Information Report / Exposition (Analytical argument) / Explanation .....

# Developing a Common language –

Can you suggest more examples of functions in academic texts?

## ▶ Examples of Functions in Academic Texts:

- Retelling
- Describing
- Citing information
- Hypothesizing
- Predicting
- Estimating
- Sequencing
- Showing cause and effect
- Giving and supporting opinions
- Exemplifying (giving examples)
- Comparing
- Contrasting
- Disagreeing
- Drawing conclusion
- Persuading
- Measuring
- Constructing charts, tables and graphs
- Distinguishing fact from opinion
- Summarizing
- Identifying relationships



- ▶ How are academic functions expressed? What language structures or patterns are used, e.g. defining, classifying, describing, comparing and contrast, explaining ....
- ▶ Strategy: develop a common language among different subjects using similar English language structures or patterns

# Useful Sentence Patterns – e.g. **making definitions** and defining concepts:

- ▶ Example:
- ▶ What is a **definition**?
  - A **definition** is an exact word or phrase of the meaning, nature, or limits of something.
  - A definition usually answers the question *what*.

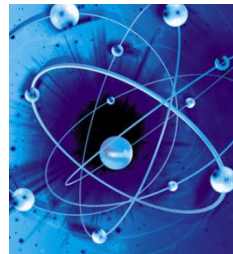
Simple definitions:

What is **Science**?

Science is the study of nature and how it affects our environment and us.

There are different branches in Science. Some common examples are Physics, Chemistry, Biology, Geology and Astronomy.

- ▶ **Physics** is the study of matter, energy, and natural forces.
- ▶ **Chemistry** is the study of the properties, composition and reactions of substances.
- ▶ **Biology** is the study of living things.
- ▶ **Geology** is the study of rocks, soil and the structure of the Earth.
- ▶ **Astronomy** is the study of the Sun, the Moon, stars, planets etc.





- ▶ Teaching students the sentence patterns to write science definitions
- ▶ For example, a simple sentence pattern used for writing a **definition** is “X is Y.”
- ▶ **What is the pattern of a definition?**
  - In English, we say It uses the simple subject (S) + verb (V) + clause structure.
  - Besides, the definition of a term consists of its **class** and **characteristics**.

<b>Subject</b>	<b>Verb</b>	<b>Relative Clause</b>		
<b>A laboratory</b>	<b>is</b>	<b>a place</b>	<b>where</b>	<b>experiments are performed.</b>
<b>Term</b>	<b>=</b>	<b>General Class Word</b>	<b>Relative Pronoun</b>	<b>Giving Specific Characteristics</b>

# Sentence patterns of “definitions”

Term	=	general class word		specific characteristics
Conduction	is	a process	by which	heat is transferred.
The water cycle				various forms of water moves around the Earth.

Term	=	general class word	specific characteristics
Energy	is	the ability	to do work.
Light energy		the energy	carried by light waves.

Term	=	specific characteristics	general class word
Petroleum	is	a non-renewable	resource.
Litmus paper		a pH	indicator.



# Sentence patterns of comparisons: comparing and contrasting

Object A (subject)	"is" + comparing phrase		Object B (object)
Magnesium	is	like similar to as important as	aluminium.

Object A (subject)	"is" + <u>contrasting</u> phrase		Object B (object)
Lemon juice	is	more acidic than	water/detergent.
		relatively comparatively	sourer/ more acidic.
Acid	is	different from	alkali.
	differs from		

Object A (subject)	comparing phrase	Object B (object)	
Magnesium	resembles parallels	aluminium	in many ways.

<u>contrasting</u> phrase	Object B (object)	Object A (subject)	
Unlike In contrast to Compared to	alkali,	acid	is sour. turns universal indicator red.

# Sentence patterns of cause-and-effect expressions

Cause	Cause-and-effect phrase	Effect
An increase in temperature	causes results in produces	particles to vibrate more vigorously.

Cause-and-effect phrase	Cause	Effect
When As	the temperature increases, the water droplets in the clouds gather and become heavy,	the particles vibrate more vigorously. they fall to the ground as rain.

Effect	Cause-and-effect phrase	Cause
More vigorous vibrations of particles are	caused by due to a result of produced by	an increase in temperature.

Effect	Cause-and-effect phrase	Cause
Particles vibrate more vigorously	if when as	the temperature increases.

An **explanation text** tells you how something works or to explain some phenomenon.

This text is an explanation of scientific investigation.



## *What is a Scientific Investigation?*

This sentence is an example of **definition**.

A **scientific investigation** is an activity carried out by scientists to answer questions and solve problems. In general, it involves five steps.



This sentence is an example of **description of process**.

The **first** step of a scientific investigation is **making observations**. Scientists notice interesting things around the world through observation. They rely on different senses, e.g. sight, hearing and touch to make observations. Sometimes, they use instruments to help them.



# Language for learning Science: Defining



[X]	is	[Y].
A <b>scientific investigation</b>	is	<b>an activity</b> carried out by scientists to answer questions and solve problems.
A <b>hypothesis</b>	is	<b>a reasonable guess</b> .

[X]	is	[Y].
<b>Biology</b>	is	<b>the study of living things</b> .
An <b>experiment</b>	is	<b>a test</b> which is carried out to find out whether a hypothesis can be accepted or not.
A <b>scientist</b>	is	<b>a person who studies science</b> .

- ▶ Writing portfolios
- ▶ Simplification of language – reflected in the selection, organisation and use of English
  - Filling in the blanks
  - Use of bullet points
  - Matching exercises
  - Short and simple words and sentences
  - Allows for little active involvement in text organisation, imagination, creativity or critical thinking
    - ***Diluted, watered-down course content through simplifying the structure, grammar and vocabulary is not conducive to good language development***



- ▶ Secondary students need to deal with longer texts, structurally more complex sentences, more new vocabulary, less visual material, much higher-order thinking and more creative skills
- ▶ Topics and theme-related approaches: repetition of content and tasks
- ▶ Modeling and scaffolding
- ▶ Classroom language, e.g. understanding classroom instructions, explanations about concepts and exercises, apologies and excuses

- ▶ Narrative texts provide a comforting linear structure (for reading fluency)
- ▶ However, expository texts provide useful repeated exposures of key salient vocabulary
- ▶ exposure of different genres / text types / speaking models important for the L2 learner
- ▶ importance of extensive reading and writing
- ▶ Need for subject teachers to make strategic use of reading and writing activities

- ▶ Knowledge construction & negotiation of meaning
- ▶ Understanding basic linguistic cues, e.g. prefixes, suffixes, root words
- ▶ Use subject-specific and theme-related examples
- ▶ Need for language learners to *use* the structures to express concepts and ideas
- ▶ Need for engagement and interaction in learning

- ▶ Focus on vocabulary – is that the main thing? Conceptual understanding? Higher order thinking skills?
- ▶ Structures need to be practised both formally and informally and in a variety of contexts
- ▶ A focus not just on form, but also on meaning and use
- ▶ the need to broaden both the **quality** and **quantity** of input; increase amount of exposure
- ▶ learning beyond the classroom

# Text 1: The Water Cycle



In nature, water keeps changing between liquid water and water vapour. It goes round and round between the land, the sky and the sea. The way water circulates in nature is called the water cycle. The water cycle involves four main processes.

**Evaporation:** When the sun heats up the water in oceans, rivers and on land, the water absorbs heat energy and evaporates to become water vapour. Warm air rises and carries the water vapour up to the sky. The surrounding air flows in to replace the rising warm air. This forms a convection current.

**Condensation:** As the upper part of the sky is cooler, water vapour cools down and condenses to small water droplets. Water droplets join together to form clouds.

**Transportation:** Clouds may be carried to other places by wind.

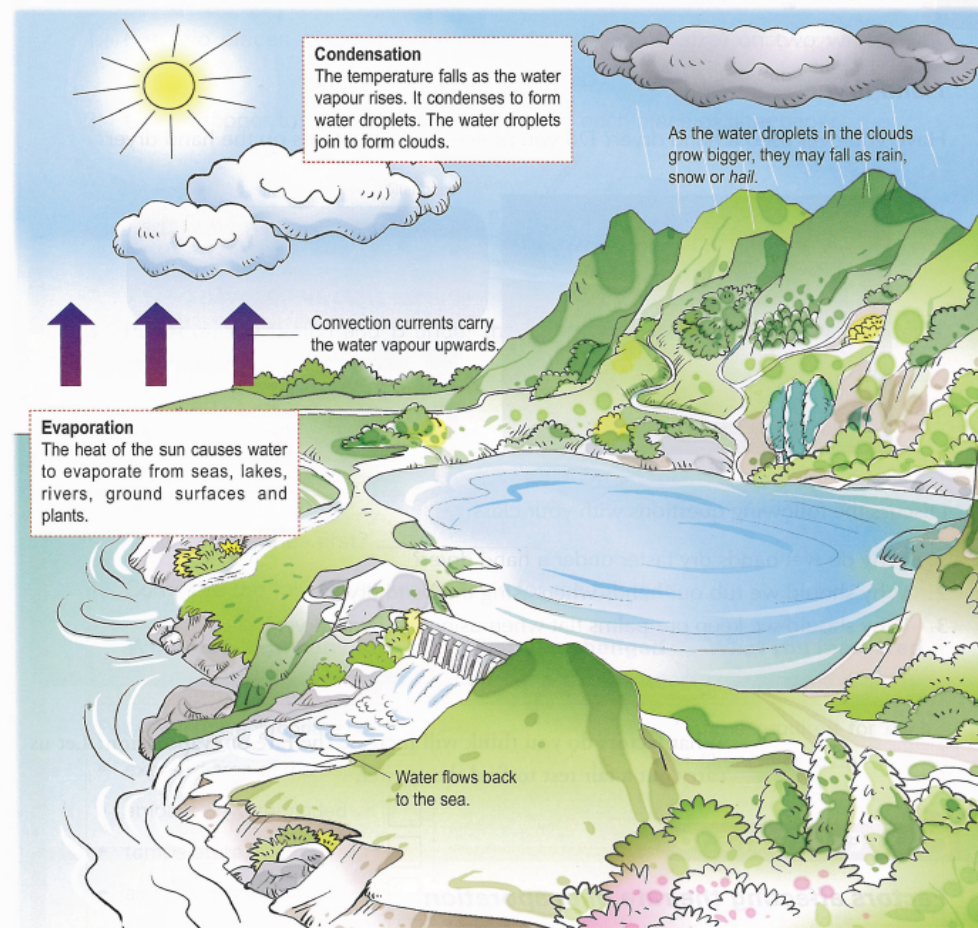
**Raining:** The water droplets in the cloud gather and become heavy. The water droplets then fall to the ground as rain. Rainwater either becomes underground water or gathers in rivers and returns to the sea.

We have learnt how rain is formed in nature.

# How to improve the teaching of this topic? E.g., How to improve this diagram to make the logic/process clearer to the student?

In nature, water goes around a cycle similar to that in Experiment 5.9.  
This cycle is called the **water cycle**.

Fig. 5.13 The water cycle



- Without referring to the original passage again, can students reconstruct the text based on the graphic representation?
- Can students ‘talk around the text’?
- Lead students to construct / reconstruct the passage and write it up – the importance of having the final output in English

# Strategy: Dealing with vocabulary

## Subject-specific reading texts: some vocabulary factors

- ▶ Lexical density
- ▶ Lexical variation
- ▶ New word density
- ▶ Words may have both a common and scientific meaning e.g. 'reflection' and 'force'



# Dealing with academic vocabulary & sentence patterns

## ▶ 3 kinds of academic vocabulary

- **Subject-specific technical** vocabulary *e.g., photosynthesis, respiration, oxygen, carbon dioxide, solar energy, glucose...*
- **General academic vocabulary** *e.g., characteristics, patterns, processes, convert, break down....*
- **Signalling words or connectives** *e.g., first, second, finally, however, as a result, furthermore...*
- Different sentence patterns for different functions

Task: Read the passage on “The Water Cycle” and do the following:



- ▶ Tasks to raise awareness of academic language:
  - First, circle the **technical terms** in the text.
  - Second, find some useful **academic words** and underline them.
  - Third, highlight the **signalling words**, and discuss the function of each of these words.

- Can you identify words or sentences that e.g. define, describe, show cause and effect....?
- What is the text type for this piece of academic text?
- Encourage students to ‘retell’ the water cycle afterwards – speaking and writing (individual and/or group work).

For  
example...

# Text 1: The Water Cycle



In nature, water keeps changing between liquid, solid and gas. The cycle that goes round and round between the land and the sea is called the water cycle. The water cycle involves four main processes.

Text-type:  
Explanation

Evaporation: When the sun heats up the water in oceans, rivers and on land, the water absorbs heat energy and evaporates to become water vapour. Warm air rises and carries the vapour. The surrounding air flows in to replace the air that has risen, creating a convection current.

Context:  
The wonderful solvent – water  
“The Water Cycle”

Condensation: As the upper part of the sky is cooler, water vapour cools down and condenses to small water droplets. Water droplets join together to form clouds.

Transportation: Clouds may be carried to other places by wind.

Raining: The water droplets in the cloud gather and become heavy. The water droplets then fall to the ground as rain. Rainwater either becomes underground water or gathers in rivers and returns to the sea.

We have learnt how rain is formed in nature.

For  
example...

(adopted from Master Science 1B, pp. 85–86, Hong Kong: Oxford University Press)

# Text : The Water Cycle



Subject

Genre

Signalling words

In nature, water keeps changing between liquid water and water vapour. It goes round and round between the land, the sky and the sea. The way water circulates in nature is called the water cycle. The water cycle involves four main processes.

**Evaporation:** When the sun heats up the water in oceans, rivers and on land, the water absorbs heat energy and evaporates to become water vapour. Warm air rises and carries the water vapour up to the sky. The surrounding air flows in to replace the rising warm air. This forms a convection current.

**Condensation:** As the upper part of the sky is cooler, water vapour cools down and condenses to small water droplets. Water droplets join together to form clouds.

**Transportation:** Clouds may be carried to other places by wind.

**Raining:** The water droplets in the cloud gather and become heavy. The water droplets then fall to the ground as rain. Rainwater either becomes underground water or gathers in rivers and returns to the sea.

We have learnt how rain is formed in nature.

For  
example...

# Text: The Water Cycle



**C** modal (showing possibility)

In nature, water **keeps** changing between liquid water and water vapour. It **goes** round and round between the land, the sky and the sea. The way water **circulates** in nature is called the water cycle. The water cycle involves four main processes.

Evaporation: When the sun heats up the water in oceans, rivers and on land, the water absorbs heat energy and evaporates to become water vapour. Warm air rises and carries the water vapour up to the sky. The surrounding air flows in to replace the rising warm air. This forms a convection current.

Condensation: As the upper part of the sky is cooler, water vapour **cools** down and condenses to small water droplets. Water droplets join together to form clouds.

Transportation: Clouds may be carried to other places by wind.

Raining: The water droplets in the cloud gather and become heavy. The water droplets then fall to the ground as rain. Rainwater either becomes underground water or gathers in rivers and returns to the sea.

We have learnt how rain is formed in nature.

For  
example...

# Text: The Water Cycle



## Showing cause and effect

In nature, water keeps changing between liquid water and water vapour. It goes round and round between the land, the sky and the sea. **The way water circulates in nature is called the water cycle.** **The water cycle involves four main processes.**

**Evaporation:** When the sun heats up the water in oceans, rivers and on land, the water absorbs heat energy and evaporates to become water vapour. **Warm air rises and carries the water vapour up to the sky.** The surrounding air flows in to replace the rising warm air. This forms a convection current.

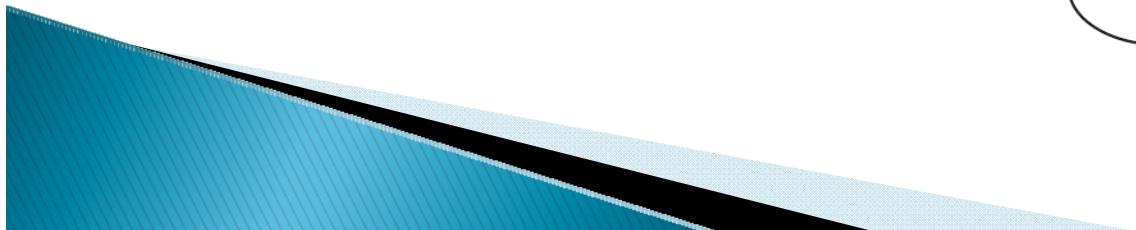
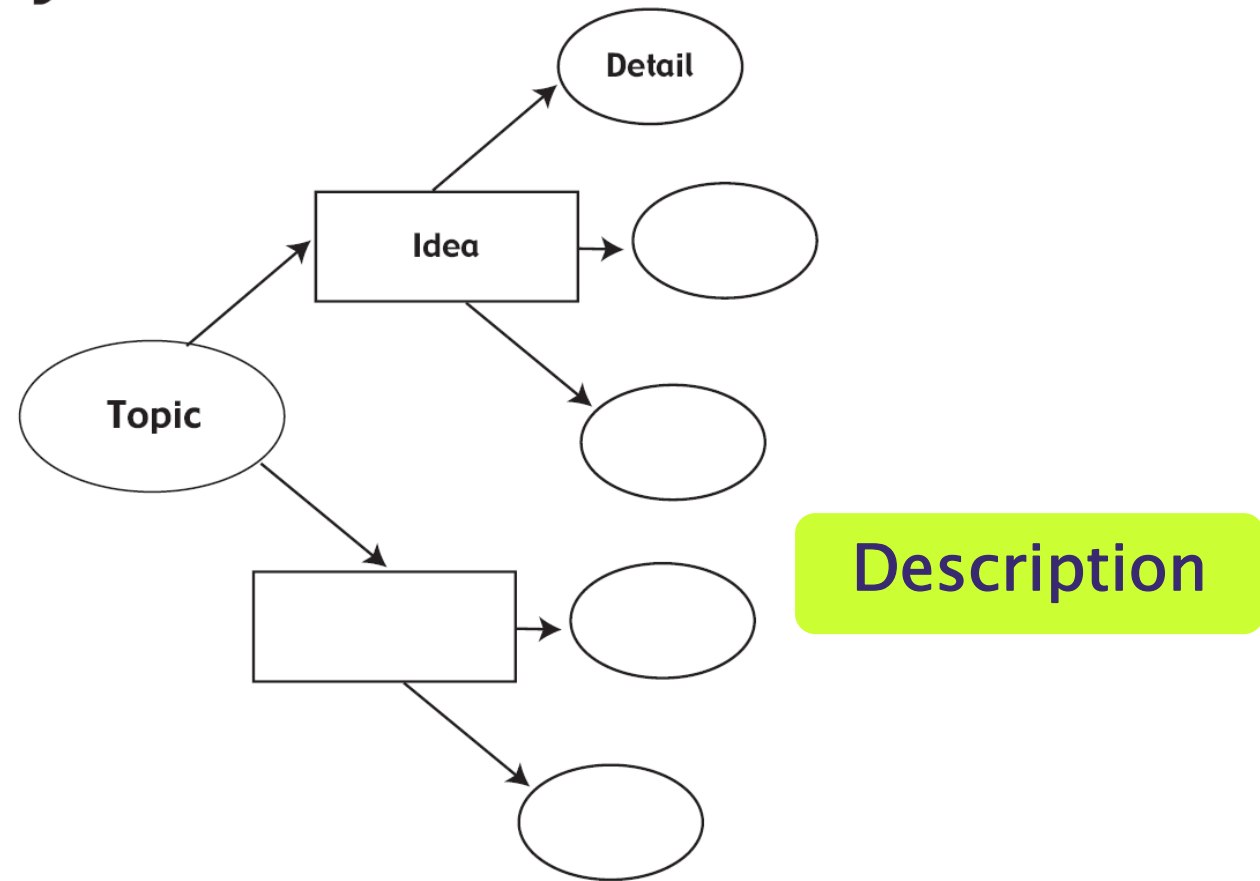
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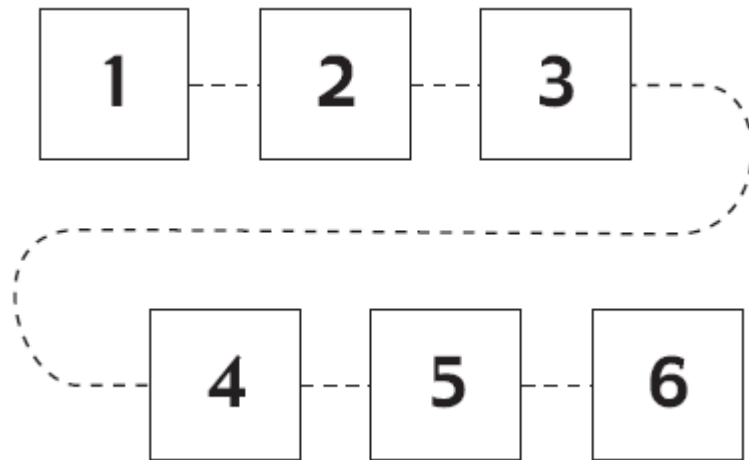
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# Strategy – understanding the logic of academic language – use of graphic organizers and the language that goes with it

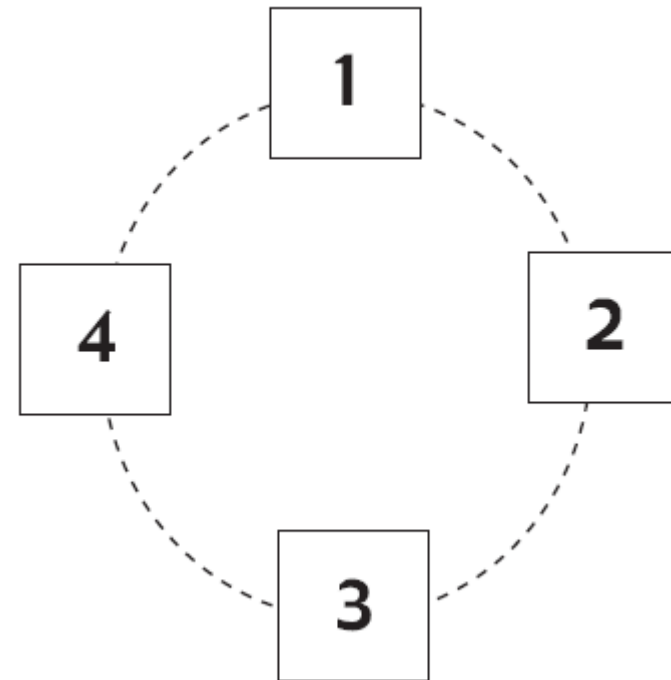




# The logic of academic language

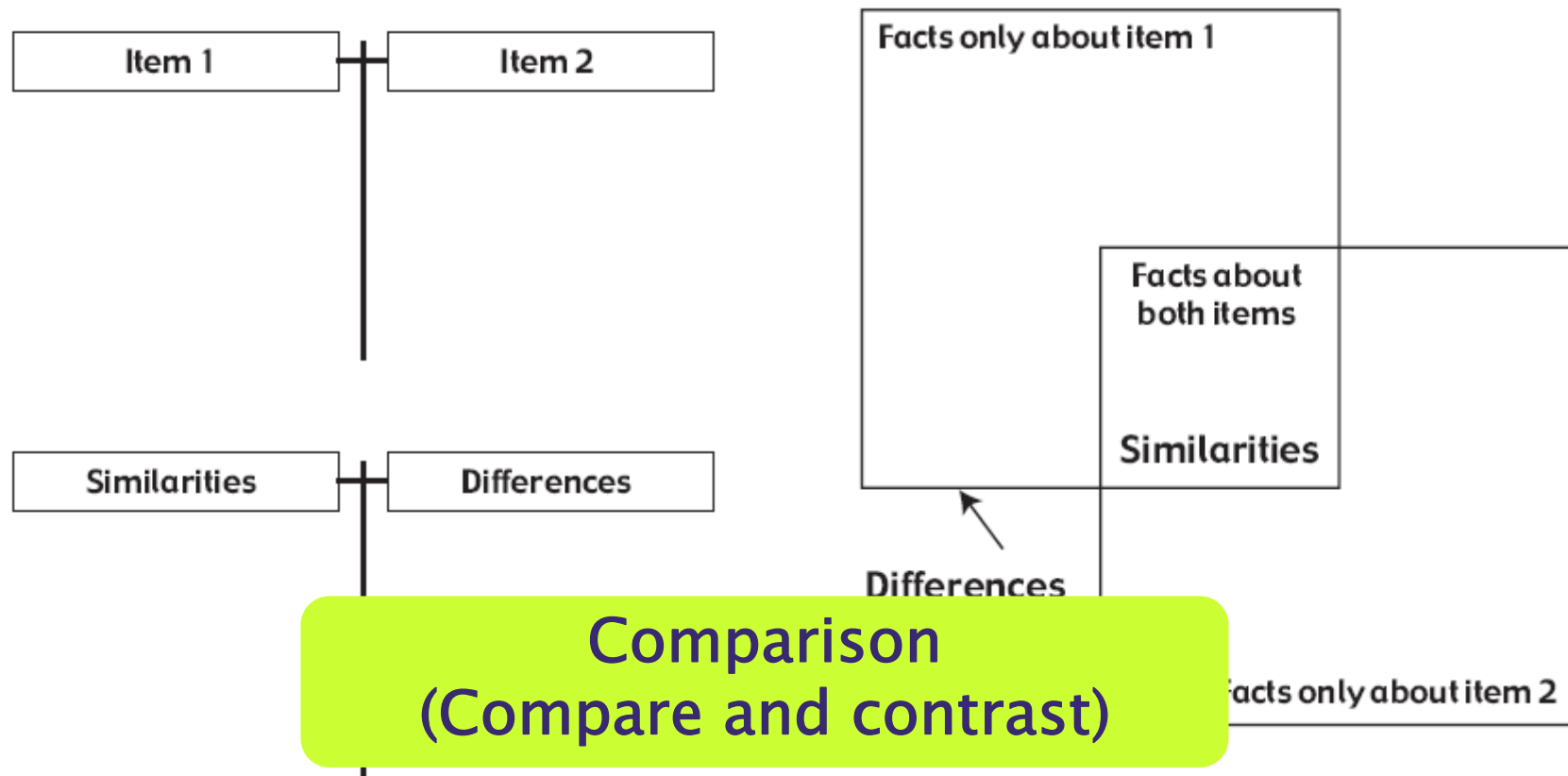


**Sequence:  
Series of events**



**Sequence:  
Cycle**

# The logic of academic language



## Common signal words for different text types (Adapted from Pasquarelli, 2006)

Text types	Signal words
<i>Classification</i>	many, several, one, another, still another one type, another type also, among, in addition to
<i>Procedure</i>	first, second, third... first, next, then, finally steps, sequence, later, before, after, to begin
<i>Comparison / contrast</i>	compare, comparison, contrast same, different, like, as similarities, differences, similarly but, also on one hand, on the other hand
<i>Cause and effect</i>	cause(s), effect(s) as a result of, results affect of, consequence of, consequently, therefore for this reason
<i>Problem / solution</i>	problem(s), issue(s) solution(s), resolution(s), to resolve

# Progression of Academic Language

## Junior secondary years

- Acquiring basic technical vocabulary
- Reading and writing simple sentences
- Reading & writing simple academic text-types



## Senior secondary years

- Acquiring more technical vocabulary
- More complex sentence structures
- More complicated academic text-types



## Tertiary years

- More condensed sentence structures
- More complex academic passages

# Language support for retextualization

- ▶ In order to help students to read and write academic language, different kinds of language support are needed:
  - **Context/ideas level:** graphic schemata, organizers, diagrams, tables, pictures, comic strips, etc. / read aloud and think aloud / construction and de-construction of text
  - **Text level:** genres/text types (information structuring)
  - **Sentence level:** grammar
  - **Word level:** vocabulary

# Help students to

- ▶ note how language works across the curriculum – grammar, vocabulary, pronunciation features, language and organizational patterns, variety of genres/text types, knowledge structures
- ▶ acquire plentiful exposure through different means
- ▶ be trained in classroom language, language skills and study skills
- ▶ develop enquiry skills, e.g. asking for information and explanation, repeating questions and seeking clarification
- ▶ develop a large vocabulary size
- ▶ develop a school culture that favors change and the use of English
- ▶ become brave enough to speak up in English
- ▶ develop confidence in learning through English
- ▶ have ample opportunities for English language use – wide variety of support measures needed
- ▶ study independently

# Suggestions to teachers

- ▶ Diagram-based (use graphic organizers, visual diagrams, tables and charts to present content first), then have students write out in sentences and paragraphs
- ▶ Keyword and key phrase approach
- ▶ Point-form approach
- ▶ Continuous text – essay approach
- ▶ Topic/Theme-based
- ▶ Daily-life related topics  
e.g., food pyramid, digestion
- ▶ Cross-subject mini-projects  
e.g., global warming (English + Science)



# Co-planning – connect with other subjects

- ▶ Co-planning between Subject Content teachers and Language teachers
  - Subject teachers identify the targeted genres/text types in their academic materials and texts
  - Language teachers support subject content teachers to teach the genres or language features based on the science content, e.g. procedural text, cause and effect, comparison and contrast etc.
  - The first step of co-planning – to have input and support from both science and language teachers
- ▶ Scaffolding in teaching of language / language demand of tasks
  - Topic → Reading passages → Scaffolding → Task
  - Read → Answer → Produce (e.g. S3 food pyramid and suggestions for a balanced diet)



# Identifying academic language features: vocabulary and sentence levels



Hearing	Smelling	Touching	Seeing	Tasting
loud, soft, quiet, noisy, raspy, high/ low- pitched, rumbling.	odors, putrid, bad, good, sweaty.	hard, soft	bright, clear, twinkling.	syrupy, lemony, tart.

**English teacher helping to teach vocabulary related to the 5 senses and writing observations**



# Other forms of collaboration – different school experiences

## ▶ Administrative

- Allow time and opportunity for discussion and meetings between language and science teachers – academic exchange important
- Peer classroom observations
- Sharing of texts & materials – what language is involved? Any common areas, themes, topics?

## ▶ Curriculum

- Joint / separate training for language and subject content teachers
- Co-planning and/or co-teaching
- Teacher exchanges for sharing of good practices
- Bridging work for students – e.g. summer bridging programmes or camps, ELAs. What to focus?

## ▶ Need for bridging and scaffolding that involves

- Plentiful Exposure to Academic Language –
- Framing of Concepts and Ideas in the content areas e.g. science, mathematics
- Comprehensible Input (large amounts of time for actual text reading needed) and a variety of input resources
- Output – whether reading or writing or speaking: final product in English
- Expressing meaning in English – more than just filling in blanks of single words, phrases or simple sentences. Need to go beyond discrete language items of pronunciation, grammar and spelling. Go for the expression of meaning and concepts.

# Suggestions

- ▶ Adopting a whole-school approach? Having a school language policy?
- ▶ Professional development courses for EMI subject content teachers
- ▶ Language elements to be introduced into the training of content subject teachers?
- ▶ A EMI Support Team? School-based?
- ▶ Curriculum tailoring – trimming of the syllabus?
- ▶ Co-operation between language and subject teachers for LAC
- ▶ Liaison with publishers for suitable materials
- ▶ Share success stories
- ▶ Diversity of needs in different schools – specific help to individual schools?

# 1. Language & Content Awareness /

## 2. Pedagogies & Strategies

- ▶ Reading and writing across the curriculum:  
**accessing prior knowledge**
- ▶ Reading and writing for everyday life and seeing how that is different from **reading and writing for school subjects**
- ▶ Understanding **genres** and discipline-specific **text types**
- ▶ Understanding the **academic functions** of **scientific texts**
- ▶ Dealing with the use of **vocabulary** in academic texts

To teach or not to teach English?

To use or not to use Chinese?

# Summarizing what students need for LAC – strategies for teachers

- ▶ **Skills and strategies**
  - Language skills and thinking skills
- ▶ **Content knowledge**
  - of subjects e.g. science, humanities, maths etc.
  - and of topics
- ▶ **Vocabulary**
  - Field-specific technical vocabulary
  - General academic vocabulary
  - Signalling words
- ▶ **Language knowledge**
  - Text-types
  - Rhetorical functions
  - Sentence patterns / “skeleton”

- ▶ Need to tackle at the levels of
  - **The school** – creating a language-rich environment; making it possible for language teachers to co-operate with content subject teachers
  - **The teachers** – greater language awareness for subject content teachers and language teachers, better understanding of demands and genres of different subjects; greater collaboration; Eng. teachers using subject content examples and materials
  - **The students** – extensive reading / writing / speaking / listening / self-access materials for developing specific language skills
  - **The publishers and the materials**
    - **Make Connections**

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- ▶ **Work-in-progress; do not cite or circulate anything on this powerpoint without the author's permission. Do not use for commercial purposes.**
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▪ **THANK YOU**