Case Sharing on Whole-school Approach to Language across the Curriculum

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Agenda of presentation

- SWOT of our school

- 5W1H of our whole school LAC

- How whole-school it is?

- Subject-specific case sharing – History Department

- Future plans

- Suggestions for whole-school approaches

- Q & A session

Our School

- **Students are capable of using English in various context**

Why LAC is still needed?

Behind the strength...

- '*no matter what focus they choose, schools must first have a clear understanding of their context. They should look at their **strengths** without overlooking their **weaknesses**, and see these as **opportunities** to make sure that the **threats** from the increasingly competitive external environment do not materialize.*' (Leung, 2011)

SWOT analysis

Surrounding Threats

Decline of English standards **among Hong Kong students** and teachers – **failing** to observe **the importance in Academic English** (Braine & McNaught, 2007)

Everyday English is used in the English Curriculum whereas **Academic English** is required in content subjects. (Lin, 2011)

Heavy Examination centered – teachers focused on **a heavy dosage** of examination practice, model answers and examination tips. (Lee, 2004)

Decline in Language=Decline in Knowledge?

- Language are the building blocks of cognitive development
- '…… *children first build on what they know before language, and then* **use language as well** *in constructing* **additional categories**' (Clark, E.V. 2004)
  - adding in systemic teaching of **academic language skills** helps in further developing the **knowledge structure**

Content teaching

+

Language input and consolidation
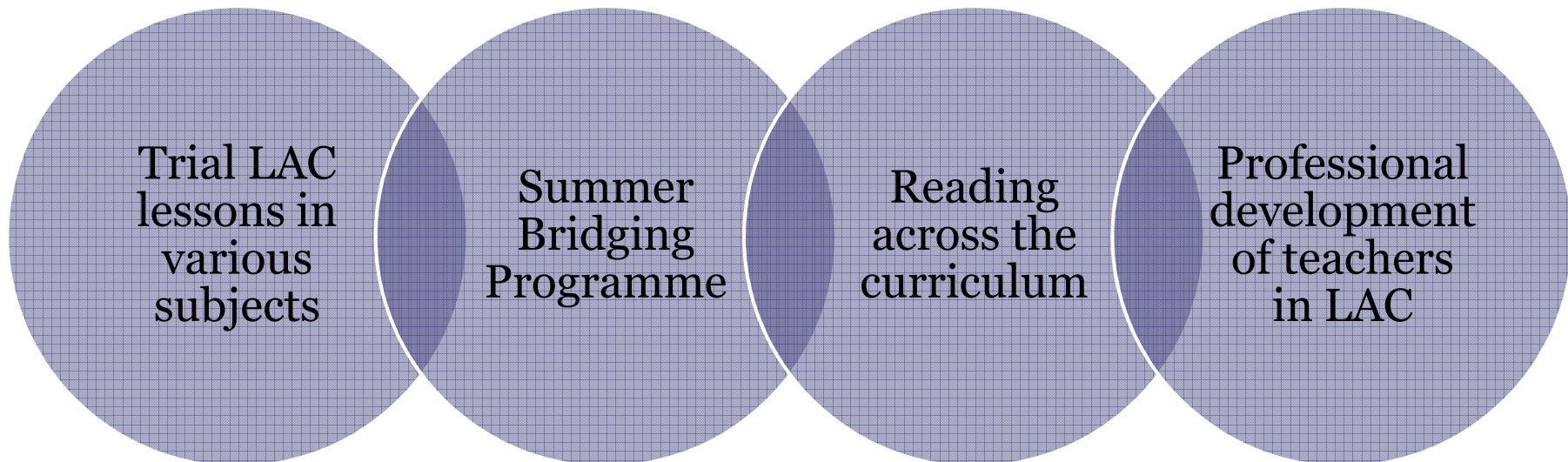
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Knowledge structure
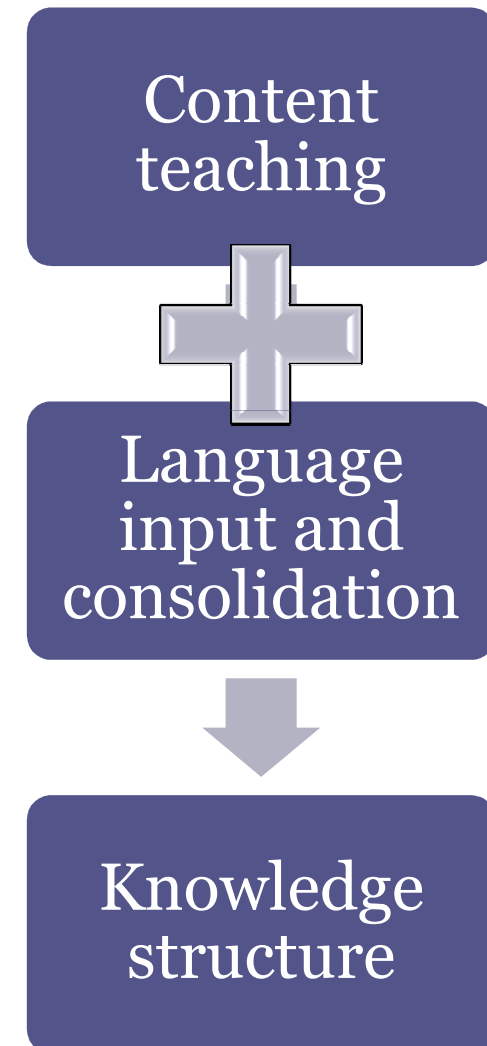
Reflection on our weaknesses

- English curriculum – focuses on everyday English
  - Limited catering for academic English
- Content subject curriculum – no systematic coverage on communication skills
  - Focuses on examination content but not skills practice
  - The heavy content-based learning shifts students' focus of learning
- Limited collaboration among language subjects and content subjects

Opportunities

- **Refined English Enhancement Scheme (11-13)**
  - The importance of language in content subjects has been aroused
  - Collaboration among subjects are introduced
  - **A platform for LAC**

Measures in REES

| Trial LAC lessons in various subjects | Summer Bridging Programme | Reading across the curriculum | Professional development of teachers in LAC |

Trial LAC lessons

- ## Process writing
  - Used in Home Economics, PE and Science

Name: _____ Class: __ __ ( ) Date: _____

Language across the Curriculum – Instruction Writing

Part 1. Instructions

Ham and Egg Sandwiches

1. Hard boil the egg.
2. Chop the ham.
3. Clean and slice the cucumber thinly.
4. Shell the egg. Crush it with a fork or cut with an egg slicer into small pieces.
5. Add the chopped ham, mayonnaise and seasonings. Mix well to form a spreading consistency.
6. Spread margarine on the bread. Put 4 cucumber slices on the bread and top with the egg mixture.
7. Cover with another piece of bread. Trim edges. Cut diagonally before serving into 2 triangles for snacks. Garnish with tomato and cucumber slices.

*Underline the verbs, nouns, adjectives & adverbs and prepositional phrases with different colours.

What is your observation to the instructions above?

Language Features

Tense: _____ tense

_____ are always in front, followed by the _____ or prepositional phrases (Imperatives)

In _____ order

All the necessary details are included with clear and concise language and limited _____ and _____

The author addresses to an _____ reader, rather than a named individual

I came across instructions in:
- Recipes
-
-
-
-

HOW TO Fit's DANCE

①Turn arms like drawing a circle!

②Draw a loop from up to down and repeat back up.

③Turn round and round your wrist from up left to down right.

スタート！ ♪~~~♪ ♪~~~♪ ♪~~~~~~~~~♪

④Get both fists together as though they are chewing.

⑤Clap your hand together moving from down right to up left and repeat the other way round.

⑥Repeat ④ the other way round.

⑦Soften your body and swing flexibily.

噛むとフニャンフニャン フニャンニャニャンフニャン 噛むとフニャン フニャンフニャンニャニャン

⑧Hop like a rabbit.

⑨Roll and roll your fists.

⑩End the dance with your greatest sMILE!

噛む～とやわらか ロォッテの フィッツ！！

ALWAYS PIE!

On top of REES, how can we do better?

- Our LAC trial lessons have worked on various topics, but they are echoing the same theme – **academic writing**
- *E.g. definitions, essay writing, data descriptions, process writing*
- Some are even **overlapped**
  - E.g. Essay writing in Biology and Essay writing in History
  - E.g. Process writing in Home Economics and in Science

Are their needs the same?

Catering for similar knowledge structures

E.g. Question Verbs used in public exam questions

Compare	Contrast	Comment	Discuss
Describe	Deduce	Define	Elaborate
Evaluate	Explain	Estimate	Illustrate
Identify	Indicate	Interpret	Justify
Propose	Outline	Suggest	State

解釋	論述	列舉	分析
析論	比較	援引	說明
抒發	論證	評論	舉述
印證	析述		

Similar academic language should be used

Source: HKDSE Sample Papers

After evaluating and researching

NSS set a pretty high standard for the language communication skills, WHICH IS ACTUALLY ACADEMIC LANGUAGE PATTERNS.

NSS needs a good language base to build up knowledge structure
→ should start from Junior Secondary

**Who should be doing?
English Teachers? Content Subject Teachers?**

'Working on Language Across the Curriculum involves seeing language **as everyone's responsibility.** *Everyone uses language to communicate – subject content teachers also need to communicate.'* (Leung, 2011)

5W1H of our whole-school approach

When

2012-2015

Why

What
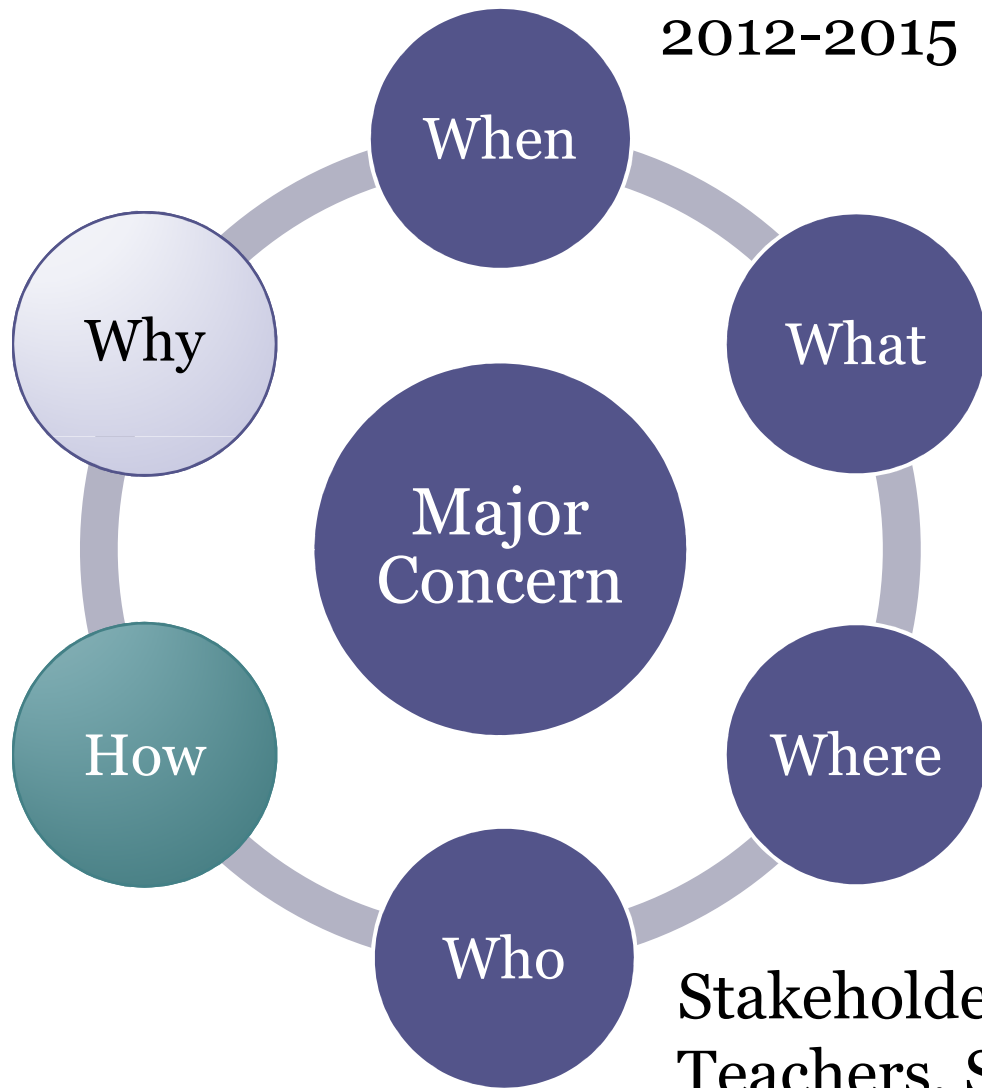
'To enhance the **generic academic language skills** of students through Language Across the Curriculum (LAC)'

Major Concern

How

Where

All subjects in our school including language subjects and content subjects

Who

Stakeholders:
Teachers, Students, Parents

An extension of 'who'

- Setting up of the development team for LAC including members of language and content subjects.
- Members:

Chairperson and Promoter	• Academic Vice-principal
Trainers	• 3 English Teachers • 1 Chinese Teacher
Coordinators	• Liberal Studies • Mathematics • History • Integrated Science

Details of our plan – How?

- To **train up various academic language skills** to facilitate learning in non-language subjects
- To **enhance teachers' awareness** of pedagogy and strategies of subjects to facilitate LAC
- To **provide opportunities** for students to develop/demonstrate academic language skills
- To **cultivate an atmosphere** that is conducive to students' learning generic academic language skills

Strategies	Whole-school	Subject Specific
Implement Content and Language Integrated Learning	V	
Implement subject specific theme based LAC		V
Develop assessment rubrics for subjects	V	
Conduct professional development programmes for teachers	V	
Share good practices of LAC strategies	V	
Organize Academic activities (e.g. Project Learning)		V
Introduce self-learning vocabulary log-book	V	
Conduct Reading across the Curriculum	V	
Design and set-up subject corners		V

Highlights 1.
Content and Language Integrated Learning

- *'CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.' (Meshito, March & Frigols, 2009)*

- Our school's context
  - Additional language – academic language and text structure
  - Highlight and teach explicitly in English lessons
  - Apply and consolidate in content subject lessons

Needs Analysis → Curriculum Mapping → LAC curriculum framework
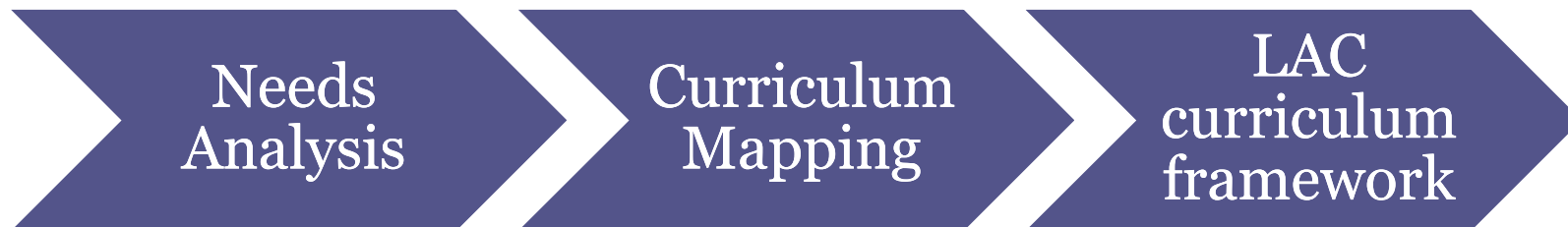
Curriculum mapping and Framework

	T1A1	T1A2	T2A1	T2A2
S1	Definition	Procedure	Description (trends, figures, events)	Explanation
S2	Cause and Effect	Compare and Contrast	Making References	Exemplification
S3	Problem & Solution	Argumentation	Discussion/ Evaluation	Introduction of 'essay'
S4	Description (trends, figures, events, procedures)	Structure of essay	Methods of Elaboration I	Methods of Elaboration II
S5	Counter-argument	Discussion and Evaluation	Useful sentence structures I	Useful sentence structures II
S6	Analysis of model essays of different types/ subjects			

年份	主題	推行級別
2012-2013	解說語體	各級
2013-2014	比較語體	
2014-2015	論說語體	

Planning

Take S1Module 1 - Definition Writing as an example

1. Knowing the needs

- S1 students
  - New to English learning environment
  - Have accumulated a multitude of vocabularies of various subjects
- Content-subject Teachers
  - Would like to focus on content teaching
  - Expect English teachers should have taught related language skills

2. Map with S1 syllabus

- Teaches the use of dictionaries (English)
- No explicit highlight on defining words
- Students are meeting a large pile of definitions in various content subjects

Formula for writing definitions

Item + **verb** + **class** **(descriptions of class)** + **relative pronoun** + **special features**

Remember this formula by heart!

Homework

- Browse two terms from the following subject areas respectively:
1. Mathematics
2. Integrated Science
3. Humanities (including History, Geography, Life and Society)
4. Cultural Subjects (PE, VA, Music, HE, IT)
- Rewrite the definitions of the terms **in your own words.**

GOOD LUCK!

Elements of Definition—Item and Class

Item —the thing being _____

E.g.

Class — the _____ the item refers to

E.g.

Note

_____ (adj) Things that you can touch

_____ (adj) Things that you cannot touch

Complete Task A (part) and B.

'A classroom is a place, a jail is a place, and the Ocean Park is also a place!'

Elements of Definition—Special Features

Special features —

the _____ or _____ about the item that makes it different from other members of its class.

E.g. A birthday cake is a dessert which **is used for celebrations.**

E.g. A classroom is a place in which **learning takes place.**

Complete Task A (part) and C.

How do we write a complete definition? Practise in the spaces below.

Formula for definition writing

Item + **verb** + **class** (descriptions of class) + **relative pronoun** + **special features**

Item	Verb	Class	Relative Pronoun/ others	Special features

Base on the formula, work on Task A (part) and D.

Remember this formula by heart!

Tips for writing GOOD definitions

1. *Rhyming* poetry consists of lines that contain end *rhymes.*"

Do not define a word by _____.

2. Rhyming poetry is an *artform* consisting of lines whose final words consistently contain *identical final stressed vowel sounds.*"

Define a word in _____ **terms.**

Homework: Refer to the PowerPoint and the task worksheet for more details.

GAME TIME!

Prepare 10 definitions of various items in your group.

When it is your turn, you can choose to read out either the item of the class or its special features.

The other group have to answer.

The fastest group with a correct answer scores 1 point.

ENJOY!

Sample Notes for definition writing

Assessment in various subjects

- '*content teachers need to* **support** *the learning of those parts of language knowledge that students are missing and that may be preventing them mastering the content.*' *(Meshito, March & Frigols, 2009)*

- e.g. Life and Society Test paper

D. Short Questions (6 marks)

Answer the questions in complete sentences.

1. What is self-efficacy? self-efficacy is to the confidence in
2. What is self-respect? Self-respect refers to the affirmation
3. What is self-actualisation? Self-actualisation is to the
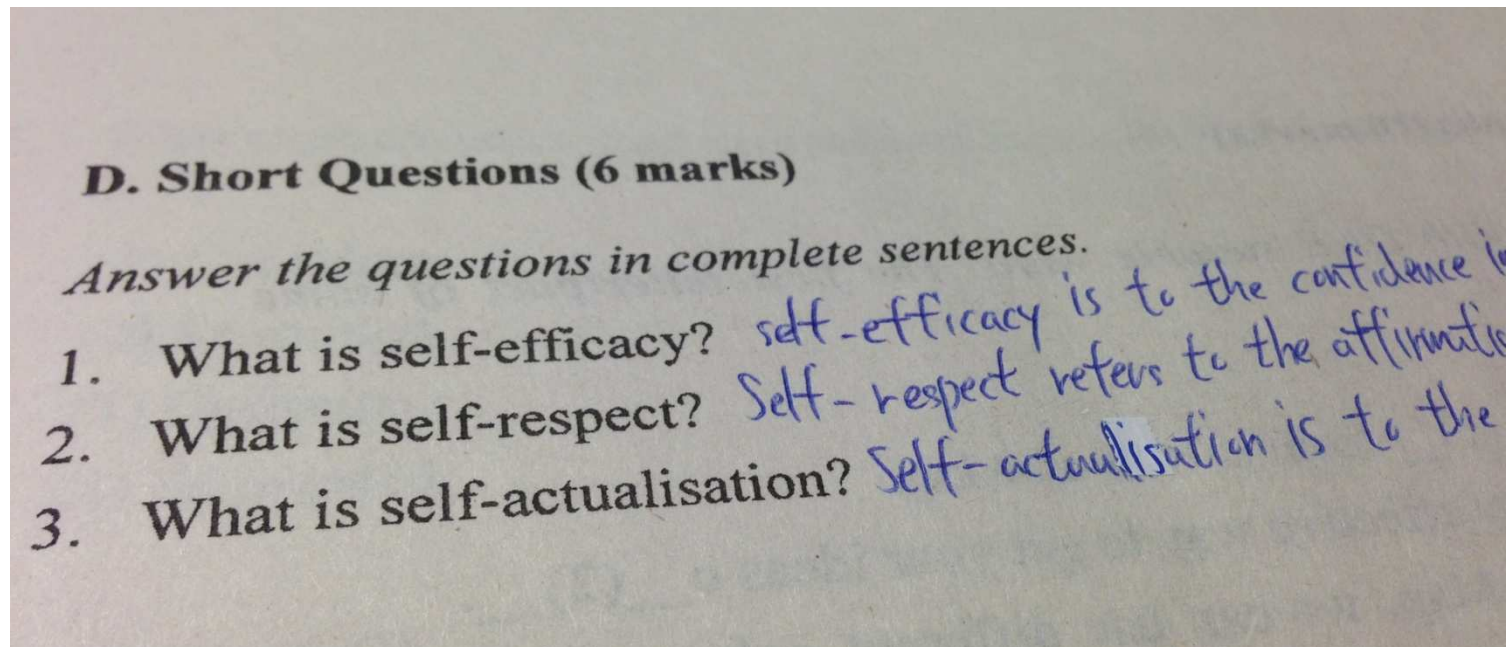
Highlights 2.
Vocabulary Log-book

- Building a **general academic vocabulary** base on the academic text they have read

- **Goal: No subject boundaries**
  - words learnt in one subject is also applicable in another subject

HOI PING CHAMBER OF COMMERCE SECONDARY SCHOOL
旅港開平商會中學

VOCABULARY LOG-BOOK
詞句簿

Name: _____ (   ) Class: _____ Year: _____
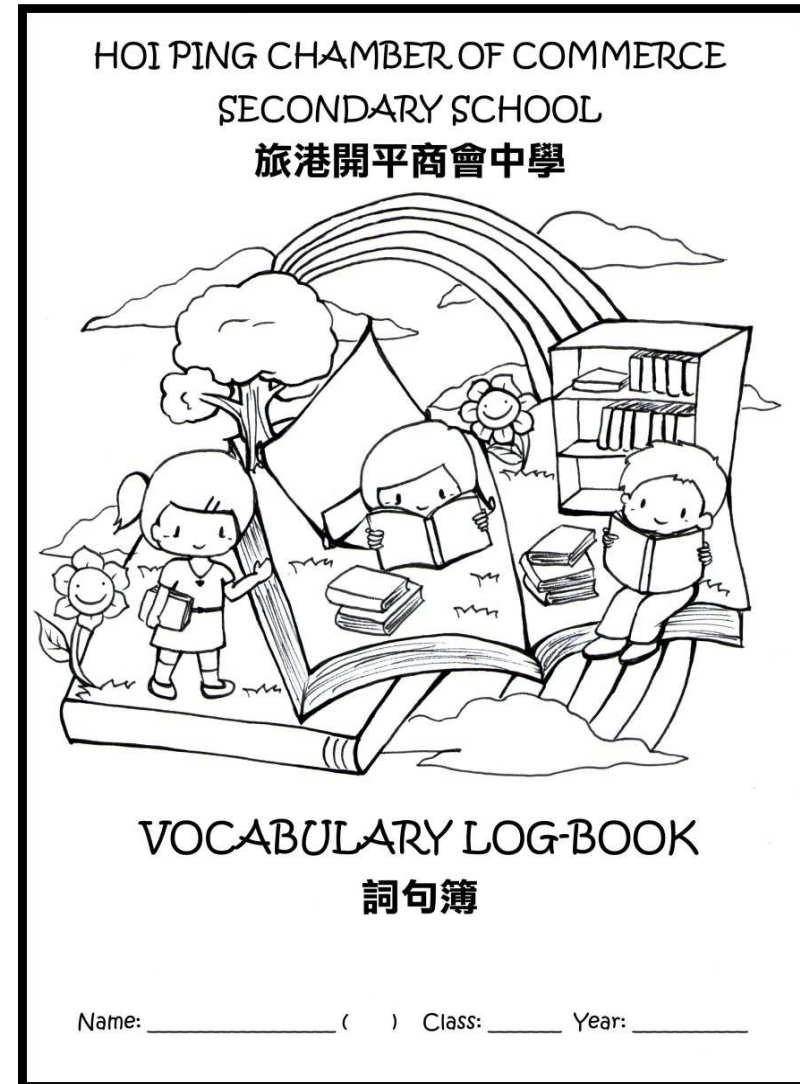
Recipe – from Home Economics

Ham and Egg Sandwiches
（火腿雞蛋三文治）　(For 2)

Equipment
small saucepan(s)　veg. knife.
pan stand　veg. peeler.
chopping board
cook's knife
egg slicer
tablespoon
large plate
fork
large bowl (2s)
round-ended knife

Ingredients
1 egg
25 g cooked ham
30 g cucumber
1 tbsp mayonnaise　（蛋黃醬）
5 g margarine　(optional)
4 pieces of white bread or brown bread

Garnish
tomato and cucumber slices

Seasonings
1/8 tsp salt
shakes of pepper

Method

1. Hard boil the egg.
2. Chop the ham.
3. Clean and slice the cucumber thinly.
4. Shell （剝殼） the egg. Crush it with a fork or cut with an egg slicer into small pieces.
5. Add the chopped ham, mayonnaise and seasonings. Mix well to form a spreading consistency （醬狀餡料）.
6. Spread margarine on the bread. Put 4 cucumber slices on the bread and top with the egg mixture.
7. Cover with another piece of bread. Trim edges. Cut diagonally before serving as breakfast or tea-time snacks. Garnish with tomato and cucumber slices. (If served as a tea item, cut into small triangles or small rectangles.)

The words can be learnt in this page:
Chop (v.)
Slice (v./n.)
Shell (v.)
Consistency (n.)
Crush (v.)
Spread (v.)
Spreading (v/adj)
Mixture (n.)
Diagonally (adv.)
Serve (v.)
Garnish (v.)

General Academic Vocabulary

Students' sample - Mathematics

- General vocabulary – vocabularies that can be used in other academic context
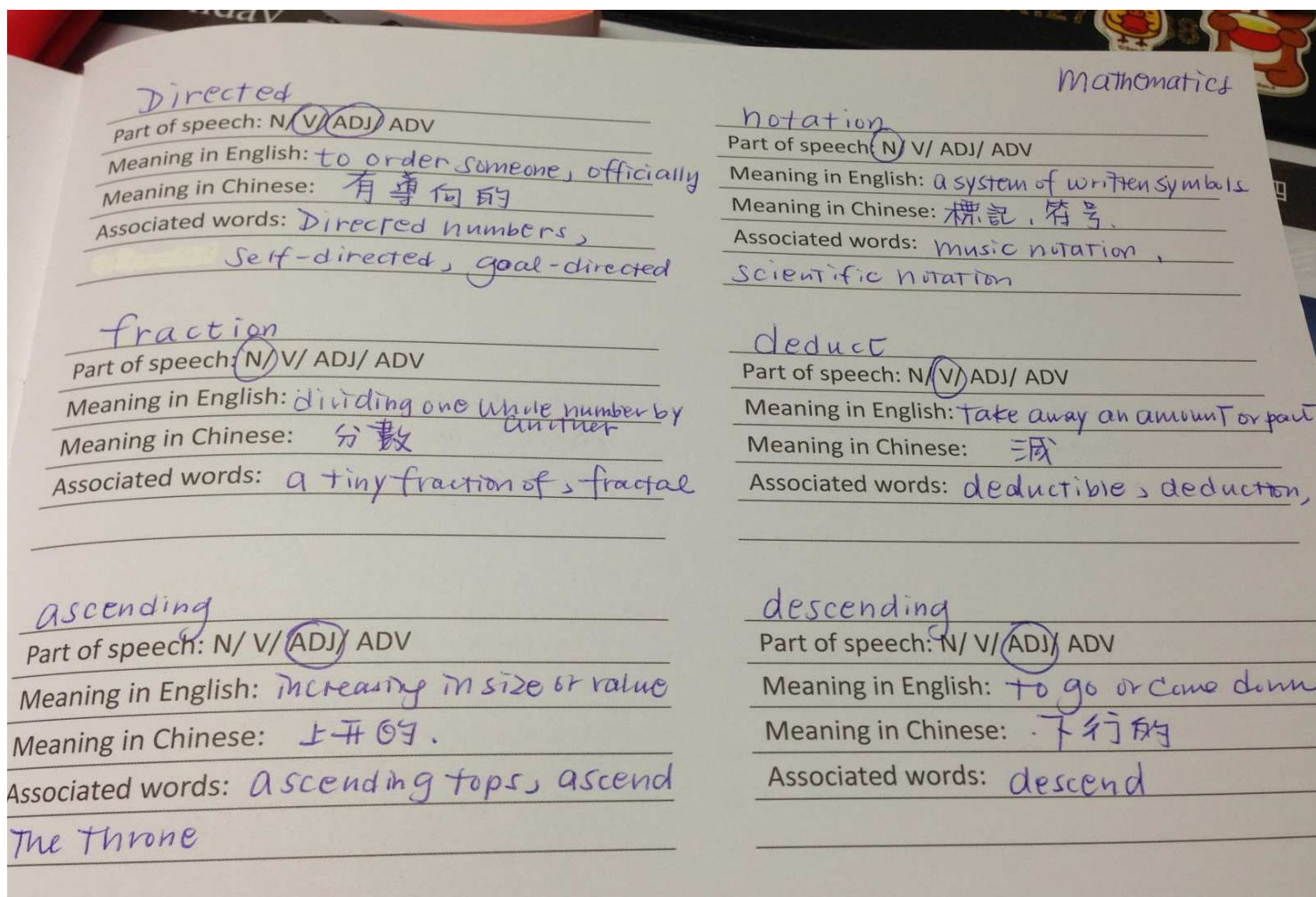
Highlights 3.
Reading across the curriculum (RAC)

- **Promote reading across the curriculum**
  - Promote leisure reading of non-fiction books among various subjects
  - Incorporate 'reading' in teaching – language subject and content subject
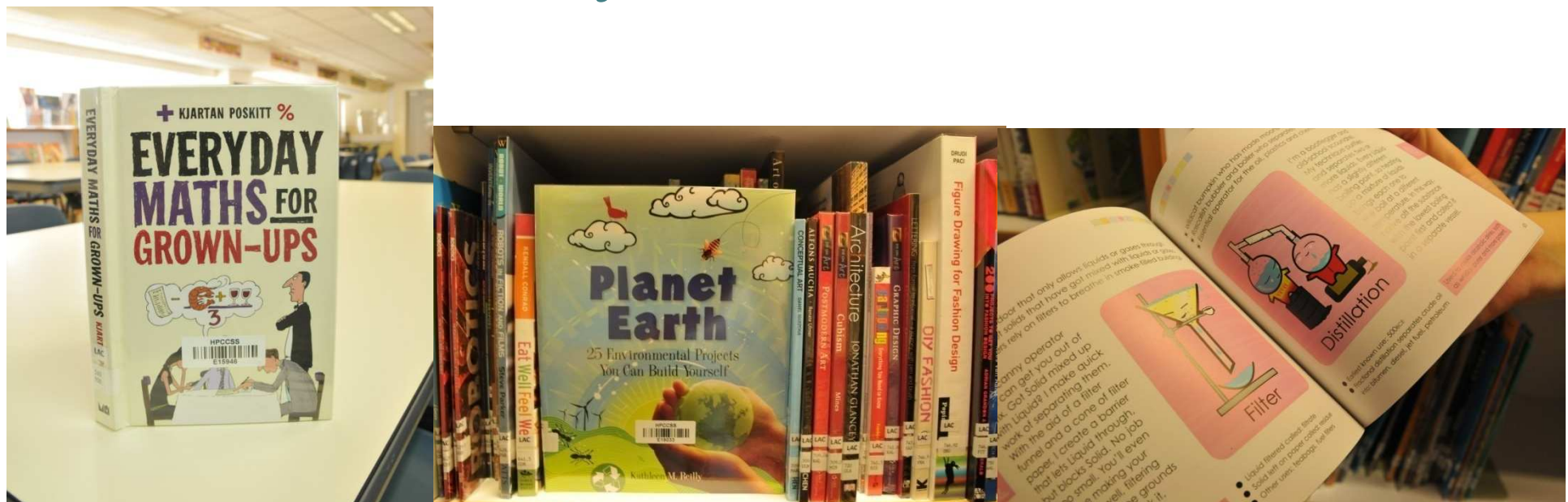
Examples for reading materials

…心悅誠服地聽下…即為甚麼(why)和為誰(who)，這兩條問題將影響演講的撰寫與演繹。

…有演講辭也不應一字一句讀出來，而應配合內容使用適當的語氣、表情。奧巴馬提到伊拉克戰爭時一臉嚴肅，令人感到他對戰爭問題的重視。又如強調某一論點，他會在字與字間停頓，讓聽眾的注意力停留在重要字眼上。

稱謂與開場白

稱謂：演講有聽眾，向聽眾打招呼是常識。你可籠統地用「各位」、「各位來賓」，也可按先尊後卑或先客後主等原則，依次稱呼在座嘉賓。兩種方法皆可，視乎場合和對象。

開場白：可按六何法（何時、何地、何人、何事、為何、如何）構思，帶出演講內容；也可按「揭示內容」、「介紹情境」、「借題發揮」三個方向撰寫。「揭示內容」是直接切入主題；「介紹情境」則借演講場合環境、形式作引子，如先交代演講背景、介紹主辦機構，再進行演說；「借題發揮」則指利用其他話題導入演講，如曹禺的《自己費力找到真理》，就借歌德研究雕塑《拉奧孔》的故事，導入正文。

＊小提示

林語堂：「開場白為正文引子，切忌長篇大論。」

正文

正文是演講辭的骨幹，用以傳達訊息。正文要條理分明、重點清晰，達至游說之效。寫正文可注意以下幾點：

1. 主題不宜太多，貪多務得會令內容分散、失去焦點。

2. 先收集演講主題的資料，再選擇合適內容。

3. 有條理地陳列內容，例如使用「層層遞進」的方法，由淺入深說明論點。

龍應台的《政治人的人文素養》，便運用了「平行並列」的方法去論述，從文、史、哲三方面論述政治人物的人文素養，也引用魯迅的《藥》來解釋文學如何拉近生活和政治環境，是一篇論題清晰而有說服力的演講辭。

＊小提示

林語堂：「多使用比喻或名人名句，更方便聽眾理解，也更具說服力。」

結尾語

結尾語和開場白一樣重要。林語堂在《怎樣說話與演講》引明人謝榛的話「結句當如撞鐘，清音有餘」，好的結尾能讓聽眾細味重溫演講內容。結尾語不應破壞整篇演講的結構，應斷則斷，切勿畫蛇添足；也不宜過分平淡和鬆散，使聽眾「左耳入右耳出」，否則就如林語堂所說：「像沙灘上的圖畫，水一沖就沒有了。」

＊小提示

林語堂：「措辭切忌過謙，以免給聽眾否定自己演講內容的感覺。」

From leisure to academic

Language Focus

S1 Language Across the Curriculum – Reading Texts 1

Cross-curricular Subject: Music

Name: _____ Class: _____ (   )   Date: _____

The Beat goes on

Adopted from P.4 & 5 of 'Are the drums for you?' by Elaine Landau (Library Code: 786.9 LAN)

Part 1. Vocabulary Building (you may wish to include this part in your vocabulary Log-book also!)

Give the meaning of the following words. Then create a sentence on your own by using the word.

1. Onstage (adj)

Meaning:_____

Sentence:_____

2. Sense (v.)

Meaning:_____

Sentence:_____

3. Respected (adj.)

Meaning:_____

Sentence:_____

4. Take pride (ph.)

Meaning:_____

Sentence:_____

Part 2. Reading Questions

1. In paragraph 5, why the writer says 'Drummers are always in demand with other musicians'?

_____

Vocabulary Building

Reading Questions

Language Focus – Modal Verbs

Highlights 4.
Sharing of good practices

- Conduct sharing sessions of good LAC practices
  - Peer learning is encouraged among colleagues
- Invite speakers for workshops and seminars of LAC pedagogy
- Encourage colleagues to attend seminars and workshops from EdB and Universities

- 'Achievements of students and teachers need to be highlighted' *(Meshito, March & Frigols, 2009)*

Professional Development Day

- Ideas and experiences in forming LAC strategies has been shared
- Inspired colleagues and encourage more collaboration
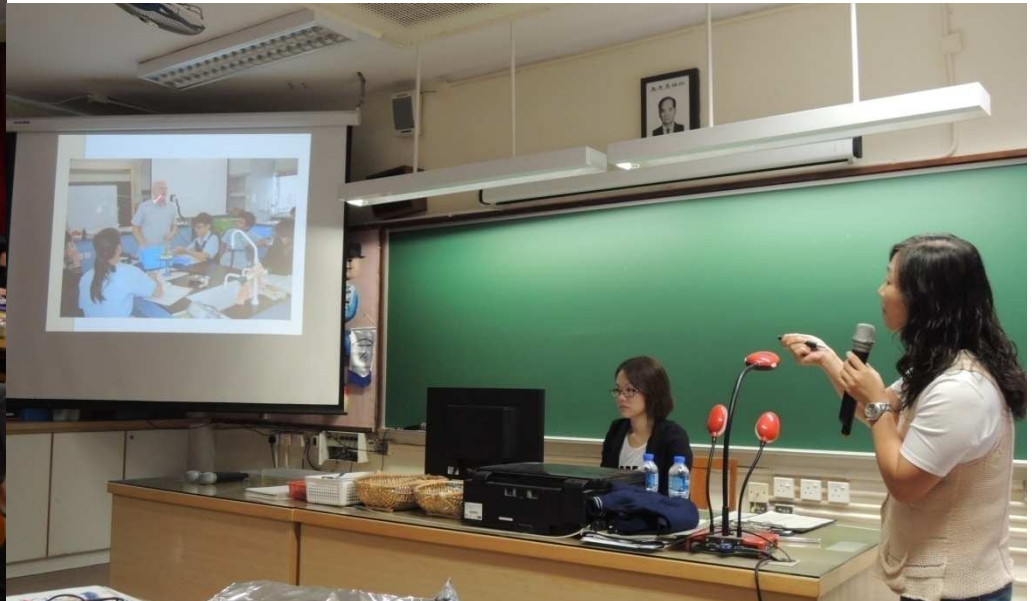
Whole-school and/VS subject specific

- Subject specific approaches are still necessary under a whole school approach
  - Cater for individual variance in terms of subject requirements
  - E.g. data description
    - Economics (presentation of general trend) VS. Liberal Studies (presentation of general trend + **pointing out the issue in general**)

Case Sharing
LAC in History Department

History Department

- This happened … because of …

Why change?

- Each year the poor performance of students in various tests and examinations reminds us of the importance of Language in all areas of the curriculum.

- Language learning is a process that is inseparable from the process of thinking itself.

Nature of Change

- Significantly improves student learning?
- Can be implemented by individual teacher and by the whole department?
- Requires little adjustment?
- Comes with helpful resources?
- **Teachers are to be involved and consulted to arouse their sense of ownership.**

How to start?

- Research before taking action
- What are the problems/difficulties students are facing?
- What are the problems/difficulties teachers are facing?
- Categorize the common problems.
- Stratify the above difficulties and problems.

Where to start?

- Understanding of the concepts/questions
- Presentation of ideas/answers

HKDSE Requirements

- Four Data-based Questions
- Two-Essay-type questions
- SBA-A study report of 1500-3000 words

➡ Very demanding for students☹

Let's try!

- Start with a question word?
- Start with a concept?
- Start with a skill?

Steps taken

- Cut the syllabus
- Chose a specific topic
- Find a partner
- Share with colleagues
- Tailor-made materials

S1

- Bridging
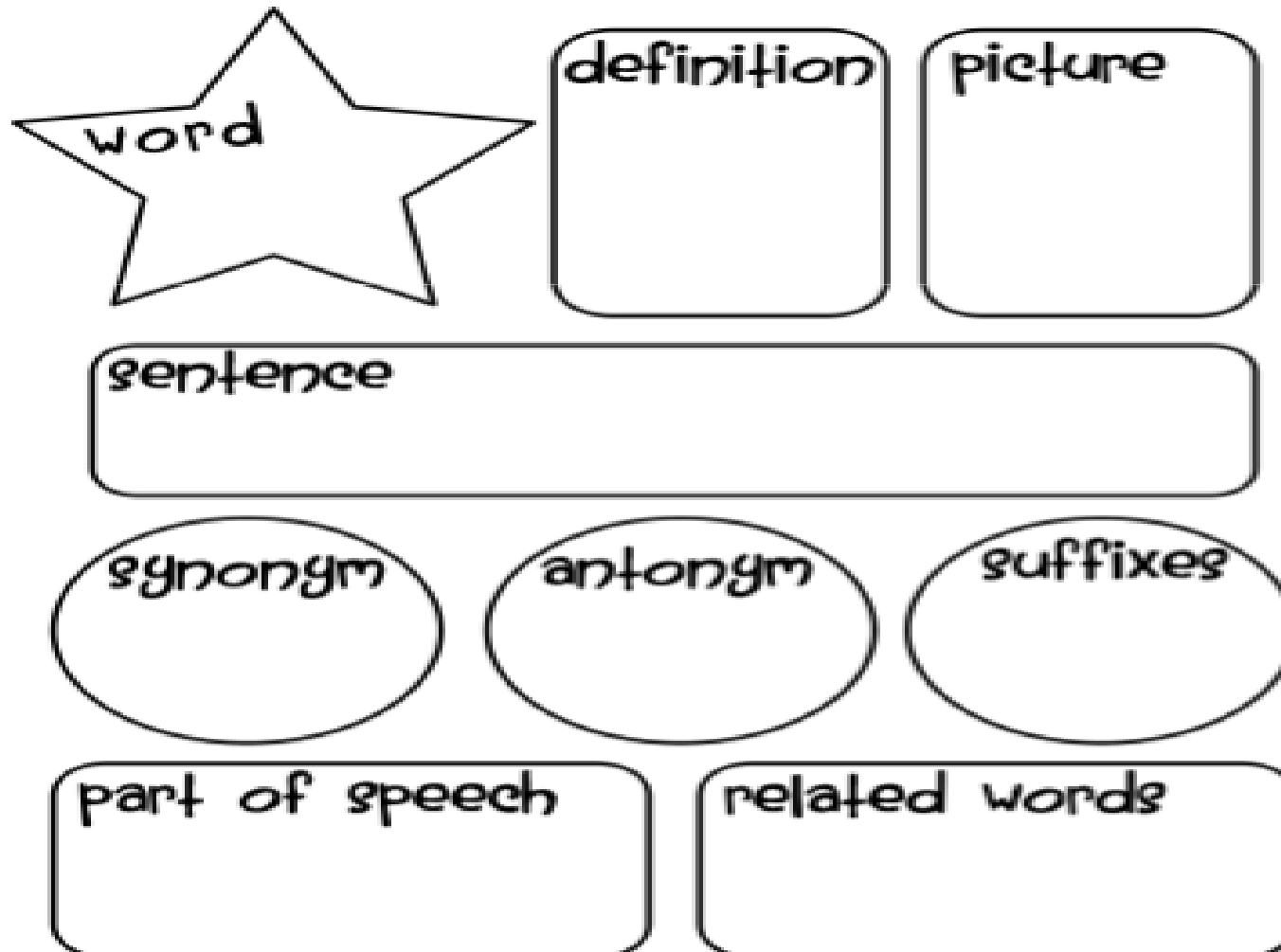- Focus on Historical Concepts

Cause & Effect Relationship

- **Definition**
- *What is the meaning of the word 'Cause"?*
- **Cause (n)**
- Synonyms: factor; seed; root; origin; source; reason; maker; producer
- **Cause (v)**
- Bring about; give rise to; lead to; create; generate; provoke
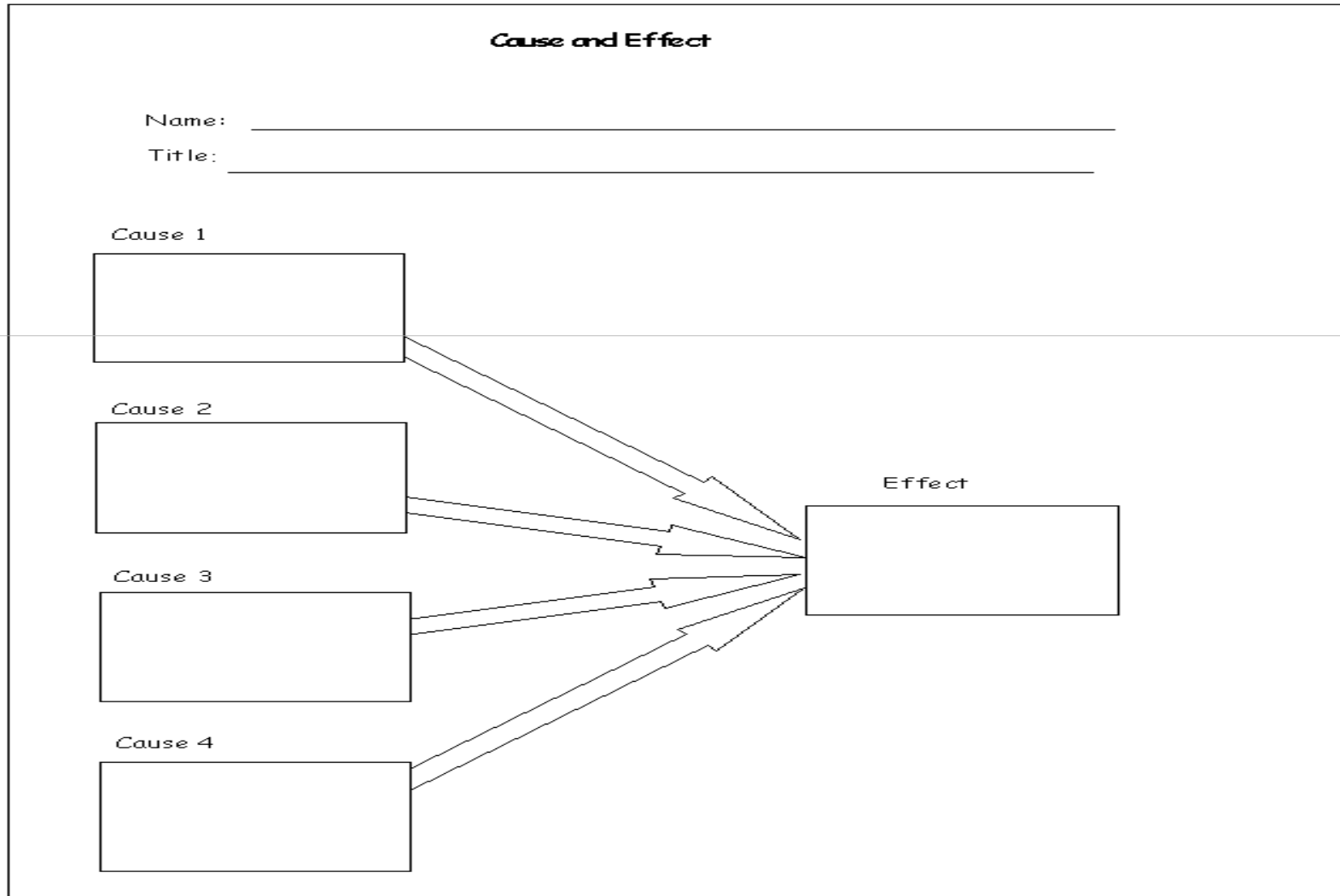-

Cause & Effect Relationship

- ***What is the meaning of the word 'Effects'?***
- **Effect (n)**
- Synonyms: impact; result; influence; consequence; outcome; product; fruit;
- Effect (v)
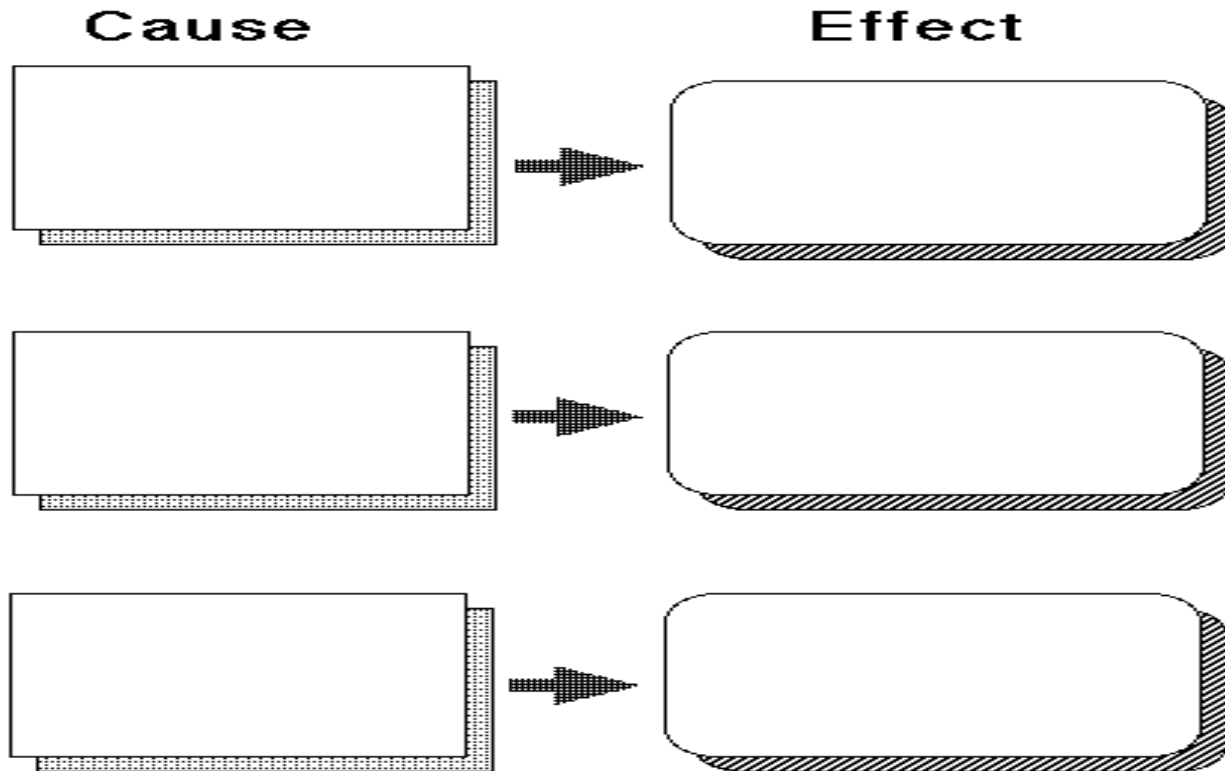- Bring about; make happen

From Vocabulary to Concept

word

definition

picture

sentence

synonym

antonym

suffixes

part of speech

related words

Concept

Cause and Effect

Name: _____

Title: _____

Cause 1

Cause 2

Effect

Cause 3

Cause 4

Concept

name _____

Cause   **Effect**

Clue/signal Words

- There are several words that give clues to the cause and effect relationship:
- **Since, because, therefore, so, as a result, consequently**
- Help kids identify these words in textbook to help find the two components of the relationship.

Drawing Timeline

- Timelines are an easy way to document causal relationships.
- The events that fall first of the timeline are often the causes of events that fall further down the timeline

S3-S6

- **To what extent** was **Nationalism** a major **cause** leading to the outbreak of WWI?

S3-S6

<u>Understanding</u>

Concept1: Nationalism

Concept 2: Cause

<u>Generic Skill</u>:

To what extent

<u>Presentation</u>: Essay Format

How to deal with "To what extent"?(I)

Standpoint (The extent you agree on)	Explanation with comparison		Conclusion
Introduction (direct answer, rewrite the question into statement)	Reasons why you agree to a large/small extent?	Reservations (must not oppose your standpoint)	Restate your standpoint
	To a large extent I agree because:	Why not totally agree? What are the reservations? My reservations are	To a large extent I agree
	or		
	To a small extent I agree because	Why not totally agree? What are the reservations? My reservations are	To a small extent I agree

How to deal with "To what extent"? (II)   To what extent was Nationalism a major cause in causing the outbreak of WWI?

Significance of all the factors in causing the outbreak of WWI		Explanation with comparison Choose your standpoint and extent		Conclusion
Focus Factor	Other factors	To a large extent	Reservations (must not against your original standpoint)	To a large extent I agree
Extreme Nationalism -led to other factors -quickened the formation of the alliance system -intensified Imperialism -hastened the armament race	a. Alliance system	I agree that Extreme Nationalism was the major cause because It ... Or I don't agree that Extreme Nationalism was the major cause because it...	Other factors also caused the war but they were relatively not important than Extreme nationalism. They were only minor factors.	
	b. Imperialism (colonial and economic conflicts)			
	c. Armaments Race	or		
		To a small extent I agree	Reservations (must not against your original standpoint)	To a small extent I agree
	d. Others	That Extreme Nationalism was the major cause because it was just one of the factors though it caused the war. It just caused the war in this way... It was the combination of all factors that led to the outbreak of WWI. It was the intergration of all factors that led to the war.	Other factors altogether were far more important than extreme nationalism because	

Name ___Wong Chi Shing___

Date ___14 - 05 - 12___

2) To a small extent.

→ hastened armament race

3) Reservations (must not against your original standpoint)

To what extent was Nationalism a major cause in the outbreak of WWI?

To a large extent, Nationalism was a major cause in the outbreak of WWI since it led to others factors. It quickened the formation of alliance system, intensified imperialism, and hastened armament race.

Nationalism quickened the formation of alliance system because in late 19th Century, nationalism took an extreme form. European powers would go to war just for promoting their national interests therefore wars would easily break out. To avoid from being isolated or wanted to get some supports from others powers during the war, powers would seek allies. Therefore powers with same enemies or interest would form

always be the targets of the powers since they were undeveloped and poor. So easy to defeat countries in these two area. Most of the time, they had an interest in establishing colonies in the same place such as France quarrelled with Eldy and Germany in Ninth Africa. Therefore, economic and colonial conflicts between powers would become more and more and it caused imperilism became intensive. Powers just cared about the interest of their own countries. They would not consider about others.

Finally, nationalism hastened the armament race, as I said that before, wars would easily break out because of the influences of extreme nationalism. They would start the wars because of some simple reasons. It was vary dangerous for them. It was necessary for them to arm themselves and caused the armament race. They increased their military expenditure, enlarged their army and navy and invented new weapons. Extreme nationalism made people felt fear so they wanted

among them. For instance, Britain and Germany competed in building dreadnoughts. The number of dreadnoughts that Britain had was 38 and Germany had 14 dreadnoughts. Extreme nationalism hastened the armament race, made it became fierce.

Other factors also caused the war but they were relatively not important than Extreme nationalism. They were only minor factors.

In conclusion, extreme nationalism led to other factors and other factors were not as important as extreme nationalism. Therefore I think that nationalism should be the major cause in the outbreak of WWI.

Presentation
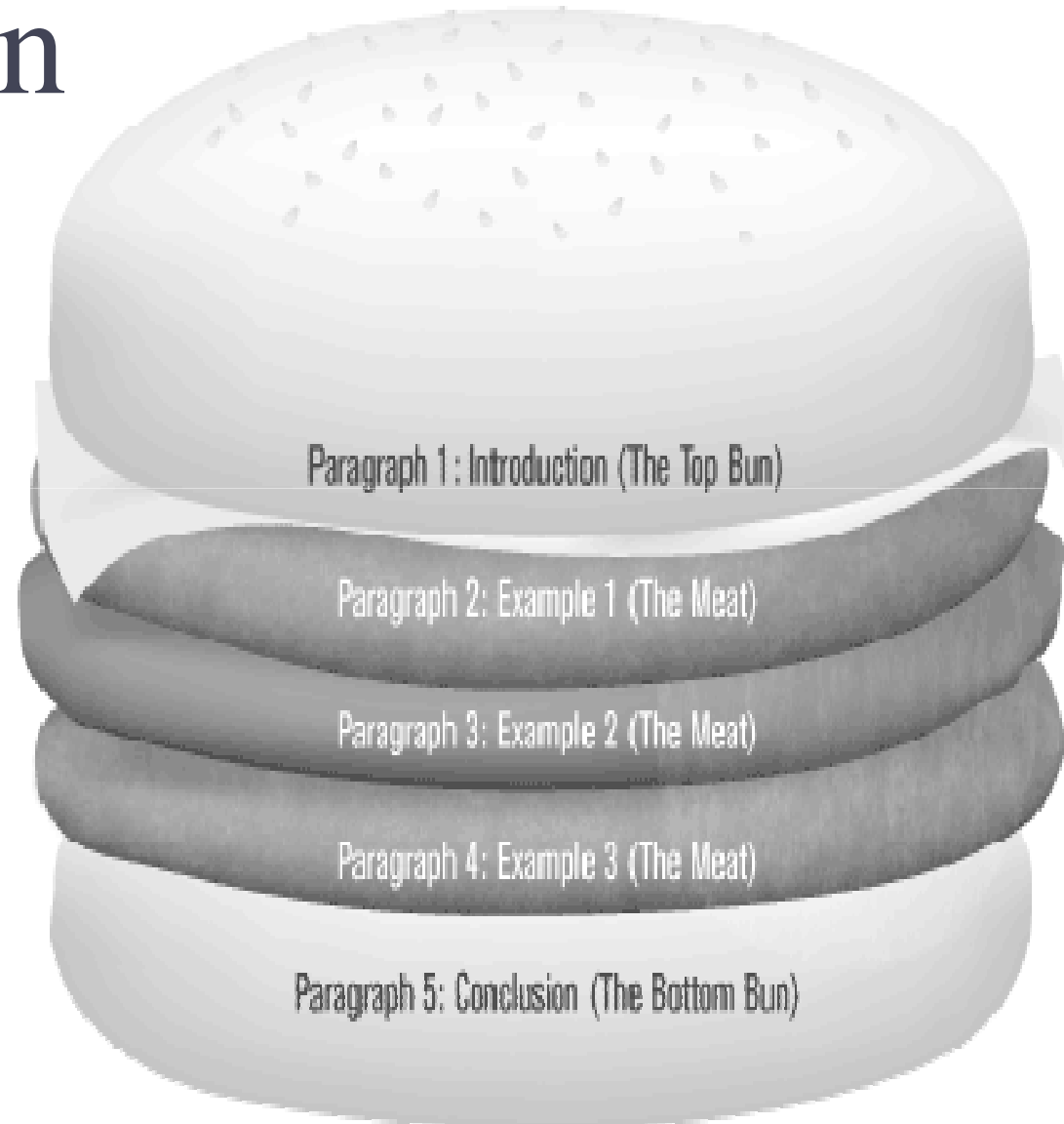
Paragraph 1 : Introduction (The Top Bun)

Paragraph 2: Example 1 (The Meat)

Paragraph 3: Example 2 (The Meat)

Paragraph 4: Example 3 (The Meat)

Paragraph 5: Conclusion (The Bottom Bun)

Role

- Discuss the **role** of Germany in leading to the outbreak of WWI?

Role

How to deal with the essay of "Role"?

What have been done? (by chronological order)	What have been done? (By function)	Roles /Noun phrases One Role may has more than one functions	Discuss the role -Firstly, find out the original aims/role of the LN/UN. -Then, discuss whether it achieved its aims/roles.
	F1		
	F2		
	F3		
	F4		

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Discuss the role of Germany in leading to the outbreak of WWI.

After the WWI, Germany signed the Treaty of Versailles and she need to bear the sole responsibility of the First World War. This is because Germany was playing several main roles in the outbreak of WWI.

First of all, Germany acted as an accelerator of the outbreak of WWI because her actions hastened the armament race which increased a lot of suspicion and fear among the European powers. For instance, the Schlieffen Plan which was completed by Germany in the 1905 was an operational plan for war with France. It caused other countries to speed up their military development. And Germany competed with Britain in building dreadnoughts and she increased her military power rapidly in those years. This created a lot of fear among European Powers. Also, the "Iron and Blood"

an important factor which led to the War.

Before the war broke out, Germany was known as an aggressor. At late 19th century, Germany quarreled with France and Britain for establishing colonies in the same place in Africa and Asia. Germany had already been very aggressive since the very beginning. What was more is Germany hastened the armaments race. It competed with Britain in building up dreadnoughts. It is the world largest, fastest and most powerful battleship at that time. Germany wanted to control the sea once a war broke out. Obviously, this action of Germany shows it worked very hard to try to gain victory in the war. It increased the fear among the European powers.

Germany was also a provoker of the war. Germany accelerated the creation of extreme nationalism. As Germany was unified by nationalism in 1871, it soon put forward the idea of Pan-Germanism. Not just required people to support the nation and its foreign expansion, Pan-Germanism demanded that the German people should expand in Europe. This shows Germany was eagerly looking forward to dominate the whole Europe. After the turning up of Pan-Germanism, the relation between European powers grew tenser and they were all highly suspicious to each other.

Role list

- Protector of human liberty
- Savior of continental Europe
- Settler of international conflicts
- Peacekeeper
- Leader
- Pacifier
- Planner
- Aggressor
- Honest broker
- Provoker

Some findings after taking action

- Understanding of vocabulary ≠ translation in Chinese
- Difficult to explain ≠ no need to explain
- Concepts without answer ≠ no need to discuss with students

-

- Learning experience is very important for students
- Concept building is time-consuming but worth doing
- Thinking path is important for presentation

Future Plans

Modifications on teaching & learning strategies

- Provide samples and assistance for the consolidation of CLIL in various content subjects
- Focus subject specific LAC on senior form content subjects so that more exam techniques can be catered
- Following up vocabulary log-book – the related assessments
- More variations on learning-related activities

Training up of generic skills

- Start off with language and communication skills
- Building blocks and platforms for the development of other skills

Future Plans

Promotion of collaboration

- More collaboration and communication among various departments e.g. LAC common lesson preparation
- A platform for knowledge sharing and working together
- Sustainable resources can be built up and sustainable relationships

'As teachers become adept at co-operating in the delivery of CLIL programming, they actually find that this co-operation can relieve stress, save time and bring considerable personal and professional rewards.'
(Meshito, March & Frigols, 2009)

Suggestions for implementing whole-school LAC

Planning and Management

- Every school will have different needs in LAC
  - Understand the SWOT of your school
  - Considerations: School's MOI, intended learning outcomes of students, scale of project, possible funding and resources
- Support from the school's leaders
  - Persuade them the importance and ask for their favor in promoting
- Involvement of staff
  - participation of subjects & possible staff & department for collaboration
  - staff development

Suggestions for implementing whole school LAC

Curriculum Design

- Always PIE
  - Plan – understand the needs first
  - Implementation– **take more pilot tests**
  - Evaluation – think whether the actions taken are really 'down to earth'

- Collaboration and discussion among various departments are necessary
  - easier to figure out a mutual need

Suggestions on how to **promote** LAC

Collaboration

Teachers

Introduce the related assessment criteria to them to gain mutual understanding

Understand the needs of colleagues in various disciplines

Invite experts for professional development

Encourage collaboration and sharing

Parents

Introduce the related assessment criteria to them to gain mutual understanding

Ask for collaboration in encouraging students' self-learning

Students

Include the related language skills as one of the criteria in assessing their academic performance

Conclusion

- 'CLIL (LAC) students develop metalinguistic awareness. This means that they are better able to compare languages and be more precise in their word choice and in passing on the content of their message' (Meshito, March & Frigols, 2009)

Q & A Session

Special Thanks to:
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- Education Bureau

Thank you very much for your kind attention!
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