

EDB Funded PDP:
Enhancing Students' Literacy Skills
Development through Promoting
Language across the Curriculum (LaC) in
the Junior Secondary English Classroom

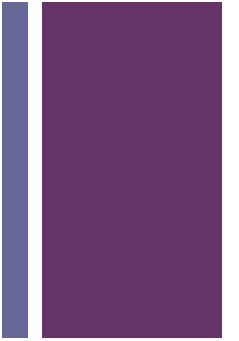
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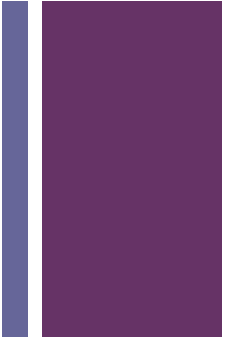
+ Outline of the Workshop:

- Part 1: Introduction to LaC and its place in the KS3 English Language Curriculum
 - What is LaC?; Why LaC?; LaC and interface between KS3 and SS; Cross-curricular collaboration: Why and how?
- Part 2: Development of literacy skills to support students in learning across the curriculum
 - Introduction to stages in developing an LaC unit
 - Other LaC examples from schools
- Part 3: Brainstorming ideas for LaC implementation





Part 1: Introduction to LaC and its place in the KS3 English Language Curriculum



What is LaC?

- enhancing both **academic language awareness** and **academic content awareness**.

**Language across
the Curriculum**



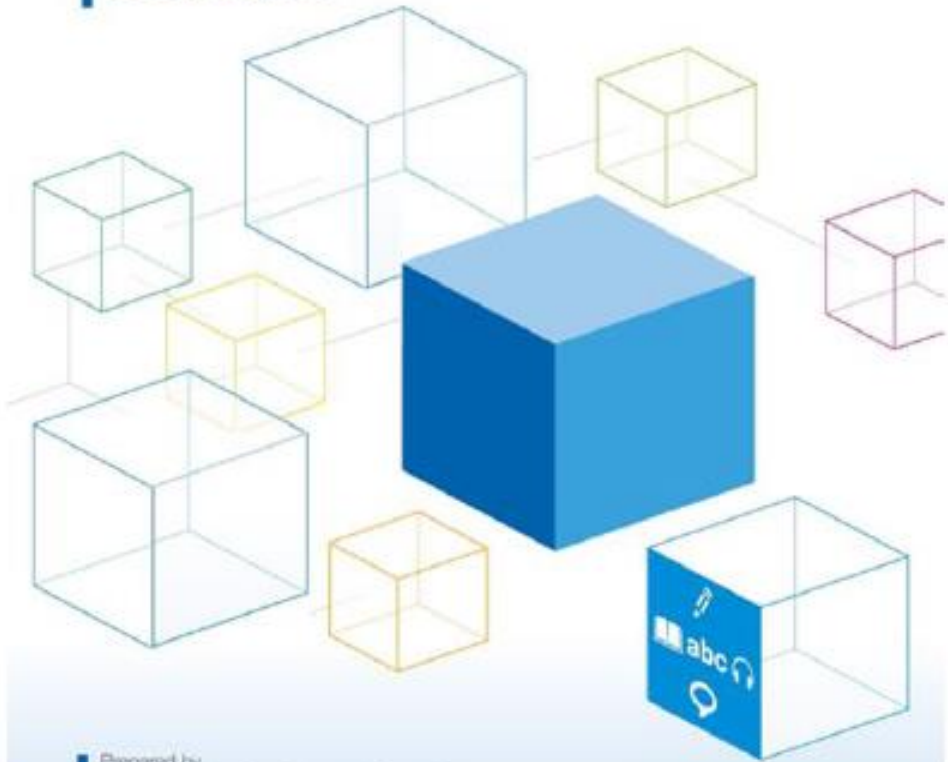
**Academic
Language
Awareness**



**Academic
Content
Awareness**

Supplement to the English Language Education Key Learning Area Curriculum Guide

Secondary 1-3



Prepared by
The Curriculum Development Council

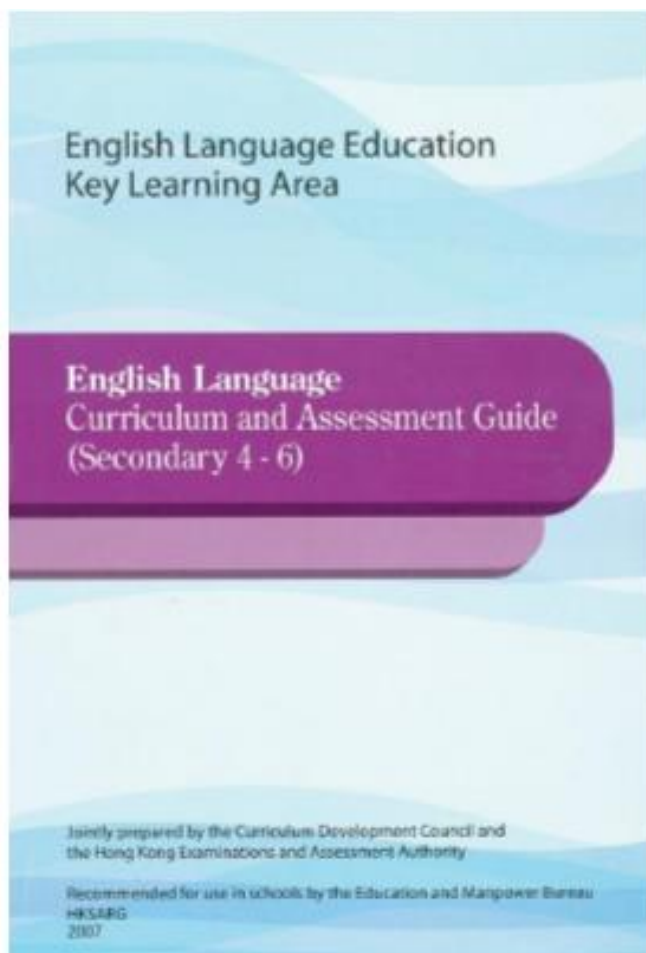
Recommended for use in schools by
The Education Bureau
HKSARG
2018

Why LaC?

CDC Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1 - 3) 2018

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+ Interface between KS3 and SS



[Optimising Senior Secondary English Language](#)

*CDC-HKEAA English Language Curriculum and Assessment Guide (Secondary 4 - 6) **2021***

[**Effective from** Secondary 4 in the **2021/22** school year]

<http://www.edb.gov.hk/elegc>

1.5 Cross-curricular Links

Consistent with the primary and junior secondary English Language curricula, the senior secondary English Language curriculum recognises the importance of fostering greater connection between English Language and other subjects through Language across the Curriculum and Reading across the Curriculum. Such a vision is rooted in the belief that students should explore knowledge and gain experience in a comprehensive and integrative manner. When they are able to make connections among ideas and language use, their motivation will be raised and their learning strengthened. Likewise, the knowledge they acquire, and the skills and positive attitudes they develop in each KLA will be enhanced.

To facilitate the transition from school to work, it is desirable for the senior secondary English Language curriculum to widen students' exposure to language use in simulated workplace or applied learning contexts. Schools may explore ways to establish connection between English Language and Applied Learning (ApL), which is a valued elective subject in the senior secondary curriculum. For more information on cross-curricular collaboration in curriculum planning and development as well as the provision of English-related ApL courses, such as Applied Learning (Vocational English), please refer to Sections 3.3.4 and 3.3.5.

4.2.3 Promoting the Academic Use of English

English is one of the major mediums of instruction in different senior secondary subjects and university courses. It is therefore crucial to promote the academic use of English to heighten students' awareness of English commonly used in academic texts they read and/or write in other subjects, facilitating their current and/or further studies. English teachers can take the lead to raise students' awareness of the style and features of academic texts by selecting appropriate texts and designing relevant learning activities.

Common Features of Academic Texts

Academic texts refer to texts that students read and/or produce when studying subjects of other KLAs (e.g. Science Education, Mathematics Education, Personal, Social and Humanities Education). The purpose of an academic text is usually to explain an idea or concept with data/statistics, to discuss an issue with evidence or to argue and justify a point. Academic texts are generally formal, objective, precise and technical (with subject-specific terms).

Ways to Promote the Academic Use of English

Academic English can be best promoted through Language across the Curriculum (LaC) and Reading across the Curriculum (RaC). LaC and RaC activities help students establish meaningful links across learning experiences acquired in different KLAs while consolidating their language skills developed in the English Language subject. Depending on school contexts, the implementation of LaC/RaC at the senior secondary level may require the collaboration between English and other subject teachers, or the English teachers taking the lead (in schools with most senior secondary subjects taught in Chinese). Teachers can conduct LaC/RaC activities in the English Language classroom as well as incorporate them into co-curricular/life-wide learning activities (e.g. STEM activities, visits to museums).

Cross-curricular collaboration: English Language and Science

Science Education

Science education provides learning experiences for students to develop scientific literacy with a firm foundation in science, realise the relationship between science, technology, engineering and mathematics, master the integration and application of knowledge and skills within and across KLAS, and develop positive values and attitudes for personal development and for contributing to a scientific and technological world.

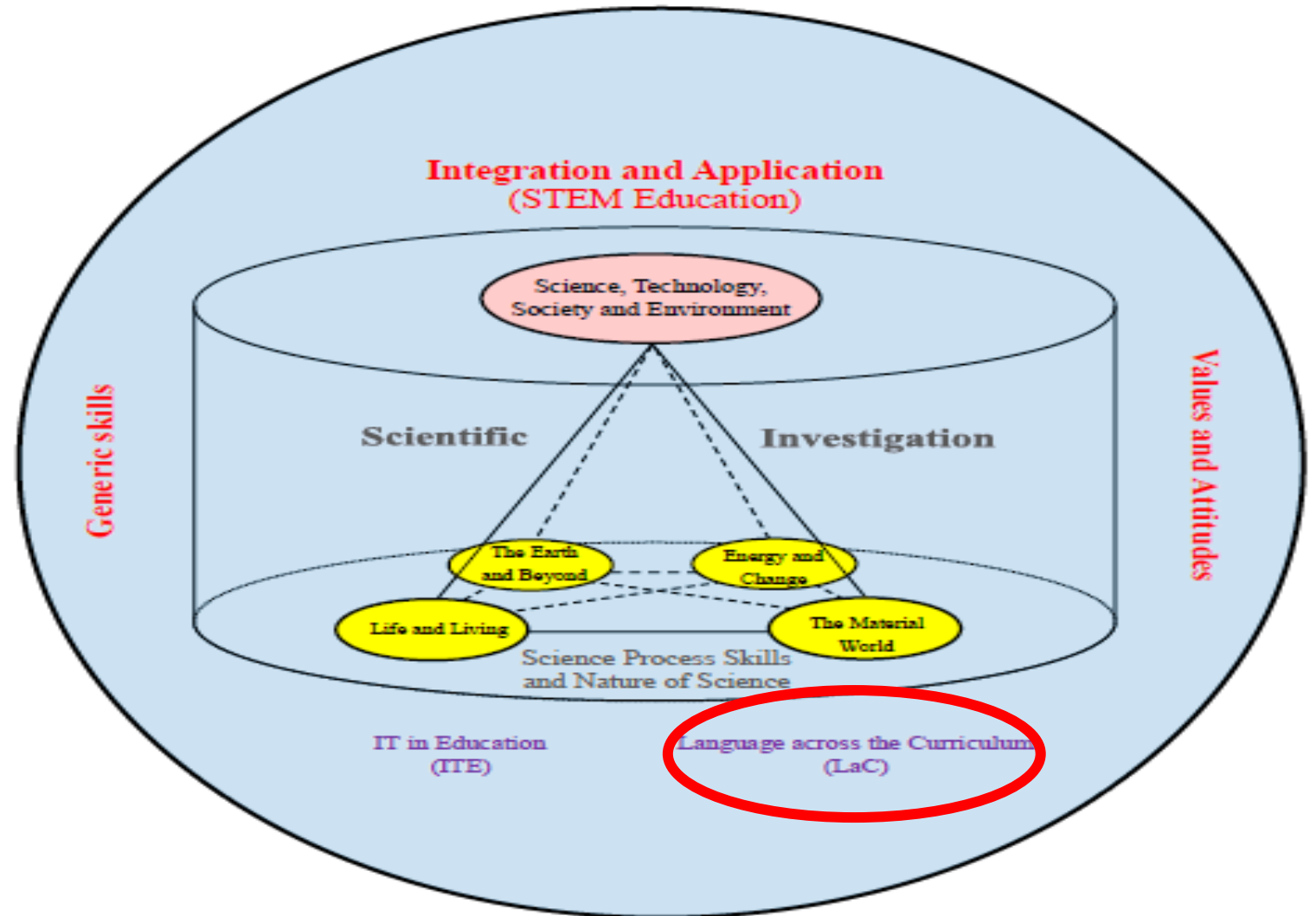


Figure 2.1 Diagrammatic Representation of the Science Education Curriculum Framework

Learning targets for students at the junior secondary level (Key Stage 3, Secondary 1 - 3) are to:


- develop curiosity and interest in science and appreciate the wonder of nature and the technological world;
- acquire basic scientific knowledge and concepts for living in and contributing to a scientific and technological world;
- develop science process skills to define problems, plan and design investigations to find solutions, conduct practical work, analyse and interpret the results, and present the findings;
- apply scientific knowledge, science process skills and relevant generic skills, to solve some daily life problems;
- use basic science language to communicate ideas;
- recognise the relationship between science, technology, society and environment, and develop an attitude for responsible citizenship;
- recognise the usefulness and limitations of science and the evolutionary nature of scientific knowledge;
- apply their understanding of science to maintain personal health and develop an awareness of safety issues in everyday life, understand the reasons behind, and take proper actions to avoid accidents and reduce risks; and
- consider the effects of human activities on the environment and act sensibly for sustainable development of the environment.



c.f. One of the two overall aims of the English Language Education curriculum:

*“to enable every student to prepare for the changing socio-economic demands resulting from **advances in information technology**; these demands include the **interpretation, use and production of materials** for pleasure, study and work in the English medium”*

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf



Cross-curricular collaboration: English Language and PSHE

The PSHE KLA aims to enable students to:

- understand themselves, society and the world at large
- maintain a healthy personal development
- contribute to the well-being of the family, the local community, the nation and the world as confident, informed and responsible persons

(from: <http://www.edb.gov.hk/index.aspx?nodeID=2406&langno=1>)

c.f. The other overall aims of the English Language Education curriculum:

“to provide every student of English with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium”

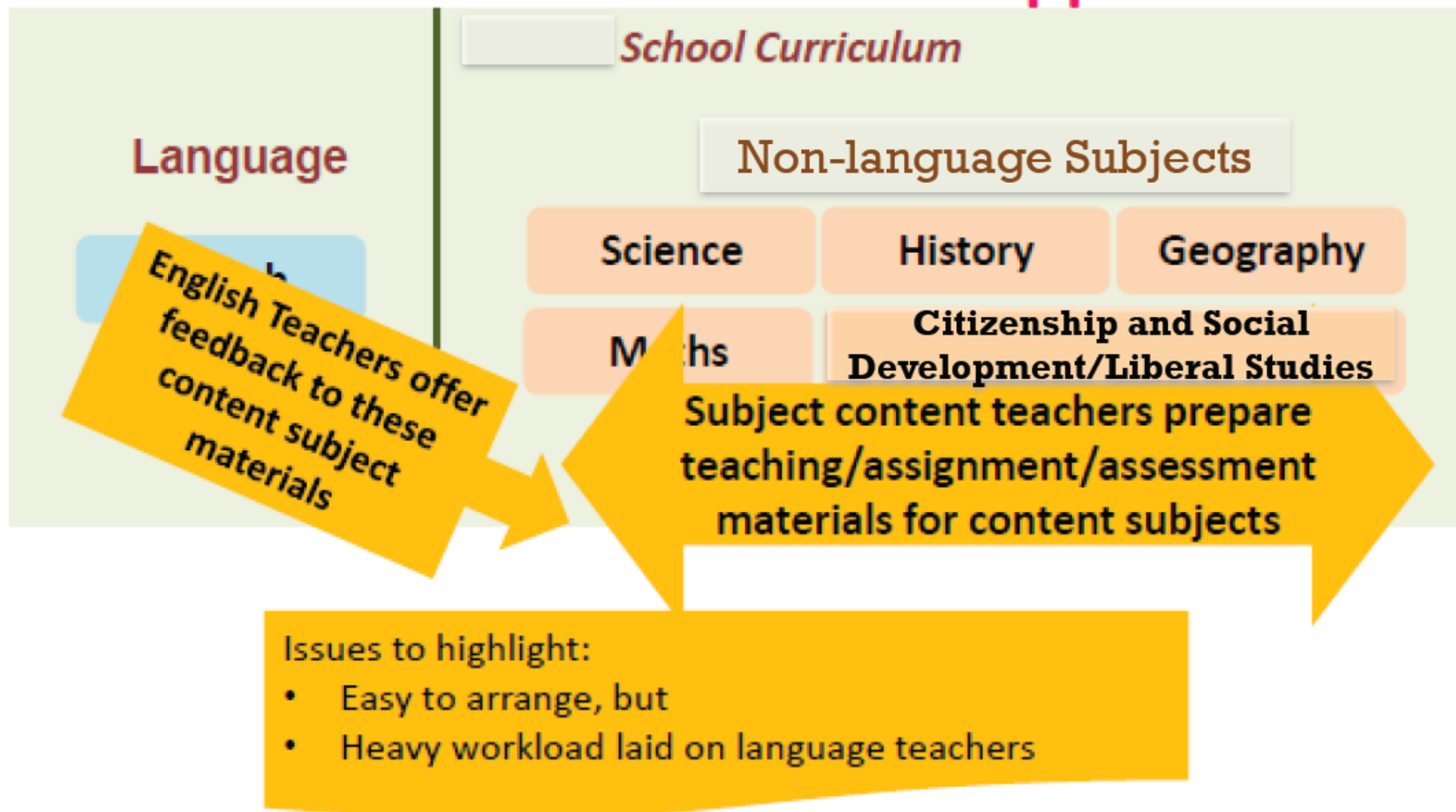
https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf

How to achieve cross-curricular collaboration: Actual models in Hong Kong secondary schools

- LAC at 'curriculum-material-support level'
- LAC at 'demo-teaching level'
- A 'full LAC course'
- LAC at 'vocabulary level'
- LAC at 'project level'

Model 1

LAC at 'curriculum-material-support level'



Other school-based KS3 LaC materials: Mathematics

C. An example of subject-specific speaking activities

1. Mathematics: Inequalities

Worksheet for Student A

Work in pairs. Student A reads questions 1-4 to student B slowly. Student B writes down what Student A says in inequality expressions.

Question	Inequality expression
1. The sum of 100 and k is less than half of k. What is the value of k?	1. $100 + k < k/2$.
2. Three times of k is less than or equal to the sum of k and 30. What is the value of k?	2. $3k \leq k + 30$.
3. The sum of two consecutive numbers is less than 15. What is the smaller number (x)?	3. $x + (x + 1) < 15$
4. The sum of two consecutive even numbers is greater than or equal to 22. What is the greater even number (x)?	4. $x + (x - 2) \geq 22$

Now, Student B reads questions 5-8 to Student A slowly. Student A writes down what Student B says in inequality expressions.

5. _____	7. _____
_____	_____
_____	_____
6. _____	8. _____
_____	_____
_____	_____

Worksheet for Student B

Work in pairs. Student A reads questions 1-4 to student B slowly. Student B writes down what Student A says in inequality expressions.

- _____
- _____

Now, Student B reads questions 5-8 to Student A slowly. Student A writes down what Student B says in inequality expressions.

Question	Inequality expression
5. The difference between 60 and x is greater than twice of x. What is the value of x?	5. $60 - x > 2x$
6. Four times of k is greater than or equal to the sum of k and 15. What is the value of k?	6. $4k \geq k + 15$.
7. The sum of two consecutive numbers is less than 19. What is the greater number (x)?	7. $x + (x - 1) < 19$
8. The sum of two consecutive odd numbers is less than or equal to 20. What is the smaller odd number (x)?	8. $x + (x + 2) \leq 20$

Taken from English Department, The Hong Kong Institute of Education (2000). *Principles and Practice of Immersion Teaching*. Hong Kong: The Hong Kong Institute of Education

The sum of two consecutive numbers is less than 19. What is the greater number (x)?

Possible language foci:

- comparative adjectives
- more/less than
- noun phrase structures

Other school-based KS3 LaC materials: Science

S1 Integrated Science Chapter 5 Exercise

Name: _____ Class(Class no.): _____

A. Draw simple flow chart to show the water cycle in nature in the box provided.

B. According to the picture your group has made, write a short and interesting story to describe (描述) the journey of the water droplet. You may use the following words to help you to write the story.

Sun	Warm air	Water pipes(水管)	Water droplets
Water vapour	Condense	Wind	Rainwater
Evaporate	Reservoir(水庫)	Cloud	

B. According to the picture your group has made, write a short and interesting story to describe (描述) the journey of the water droplet. You may use the following words to help you to write the story.

- Possible language foci:**
- rhetorical structure of a story (story mountain)
 - descriptive language (e.g. adjectives)
 - direct and indirect speech

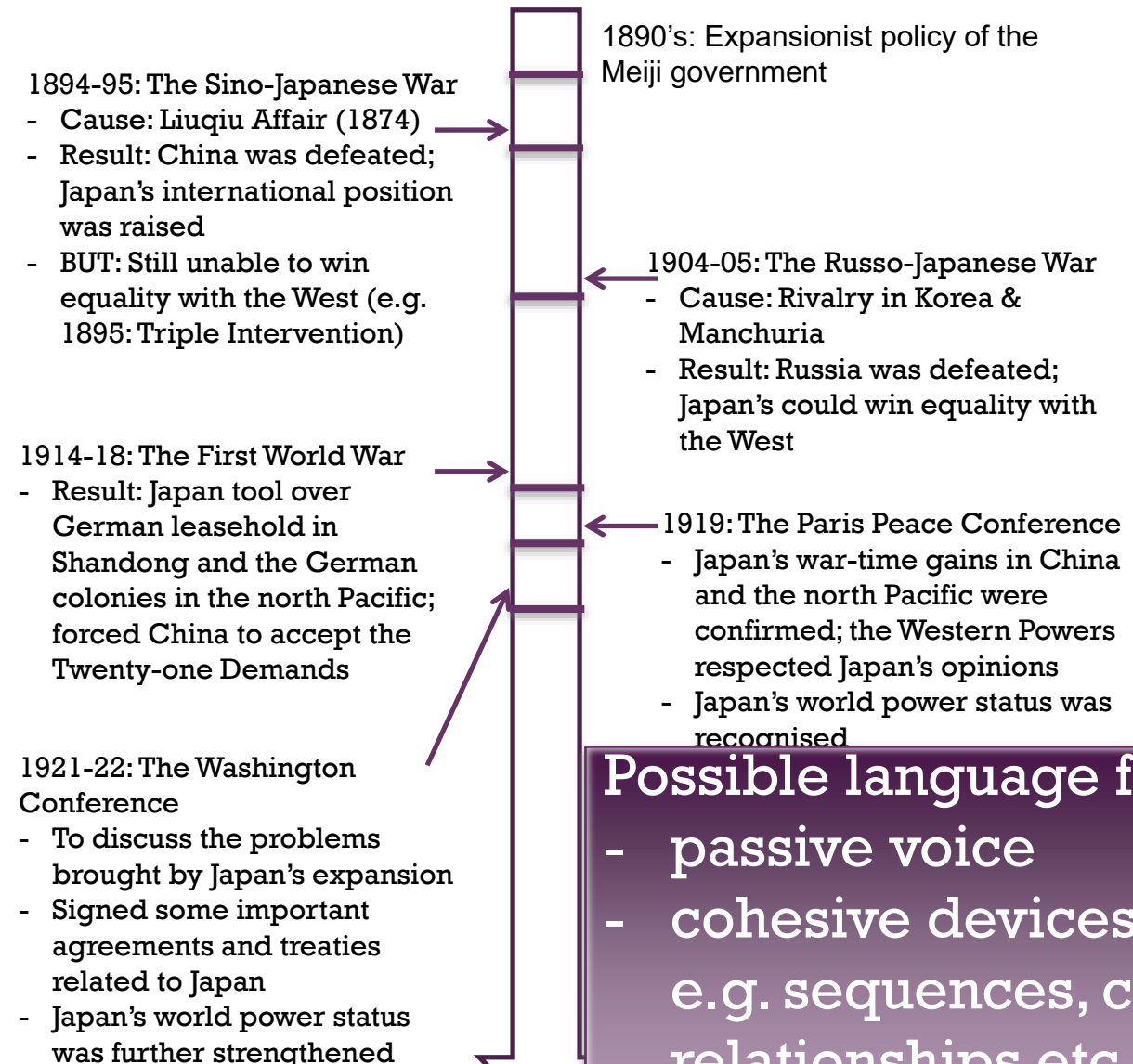
Other school-based KS3 LaC materials: PSHE

E.g. Timelines for recount texts: to show the **chronological order** of events & perhaps their **relationship**

→ Can be of **different levels of “complexity”** for students with different ability levels

→ e.g. only time + events; time + events + description

→ e.g. fill in the blank activities; **students’ creating their own timeline**

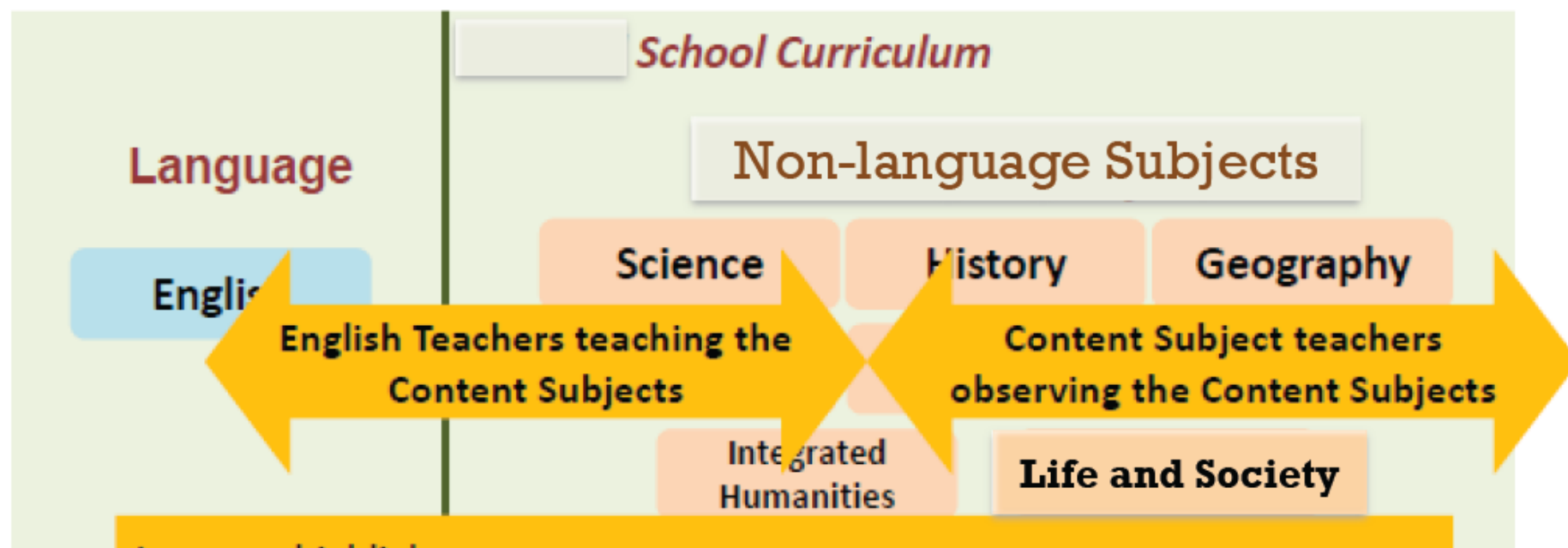


Possible language foci:

- passive voice
- cohesive devices (marking e.g. sequences, casual relationships etc.)

Model 2

LAC at 'demo-teaching level'

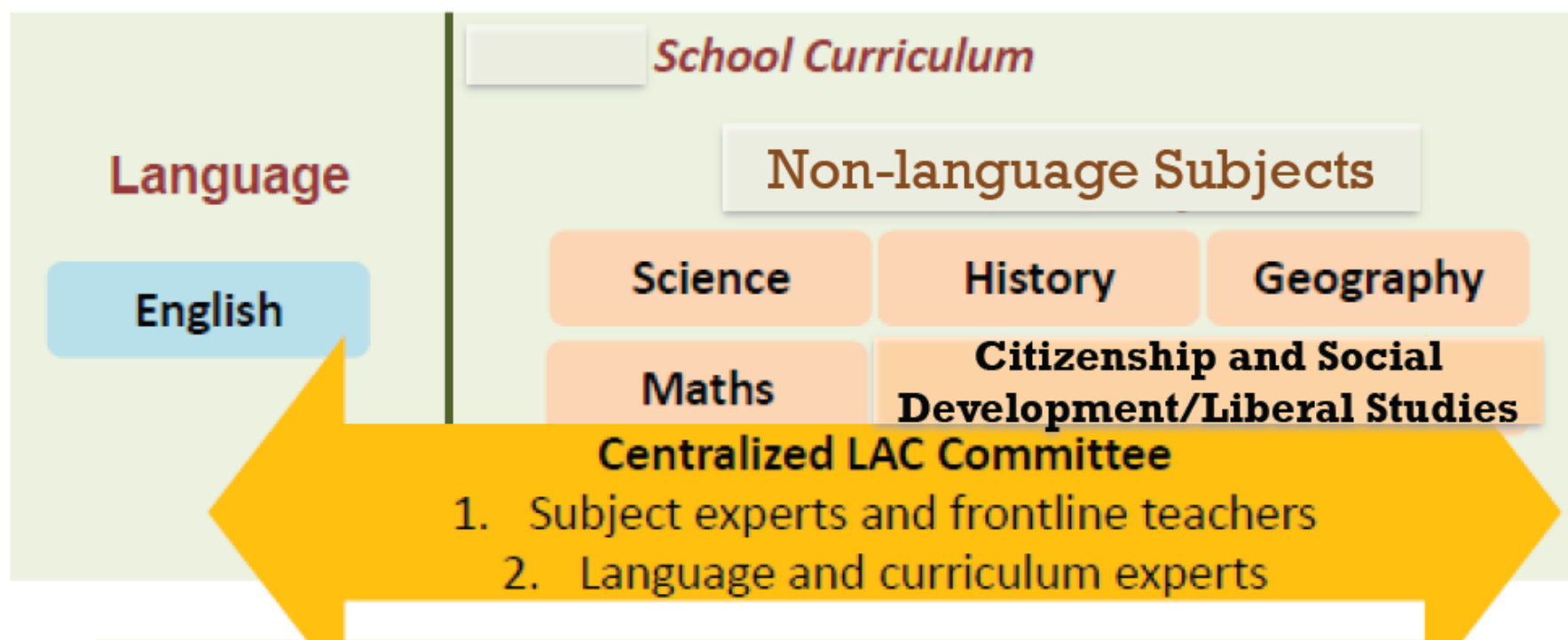


Issues to highlight:

- Language teachers can understand the difficulties of using EMI in content subject classrooms
- Content subject teachers can understand how language teachers teach'
- Need adjustment in timetabling; English teachers have difficulties teaching content subjects

Model 3

A 'full LAC course'

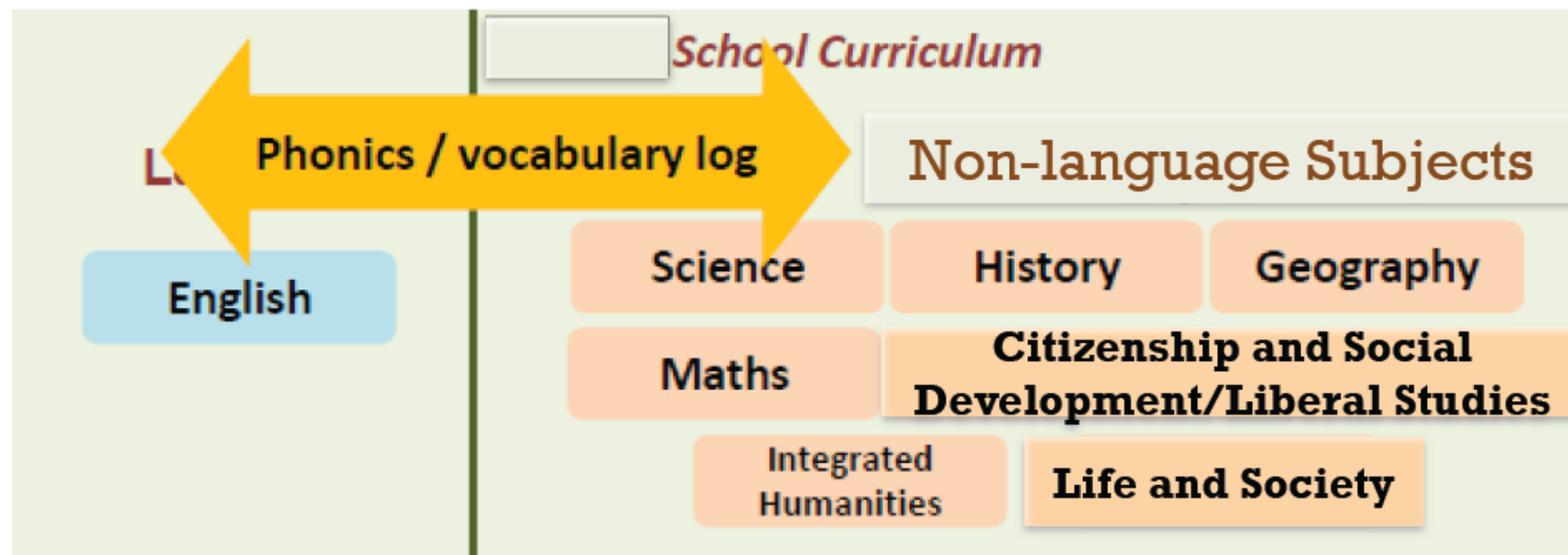


Issues to highlight:

- A coherent, continuous, sustainable and transferable LAC practice/course
- Cater for professional development
- More time and human resource investment involved
- Need to build leadership, consensus and teamwork

Model 4

LAC at 'vocabulary level'

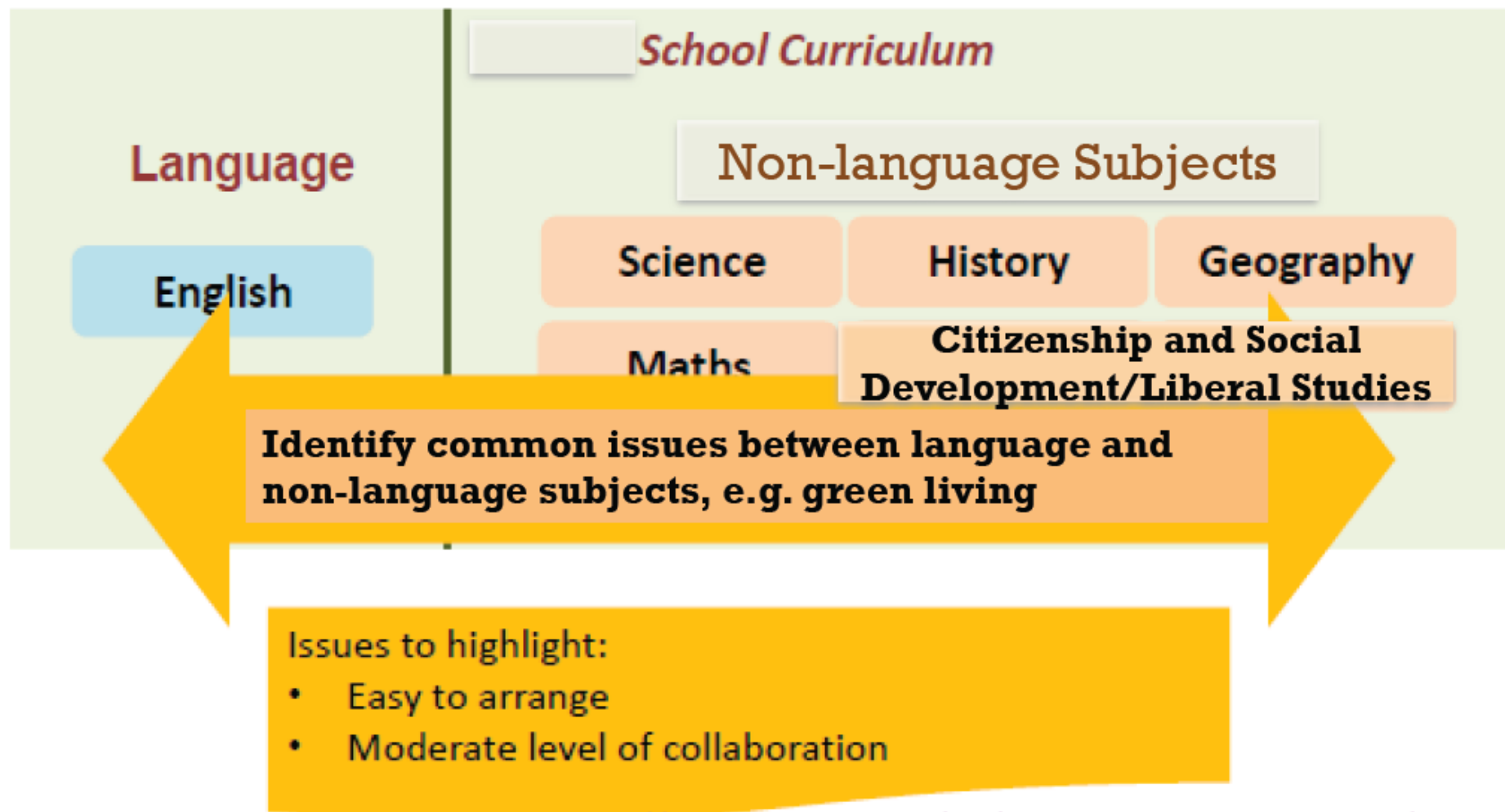


Issues to highlight:

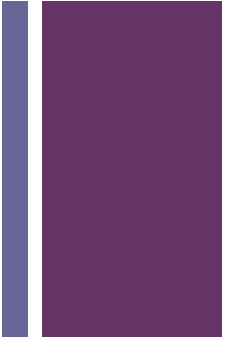
- Easy to arrange (common in bridging programmes)
- Good for teaching syllabication and spelling
- Learning English through glossaries
- Limited impact

Model 5

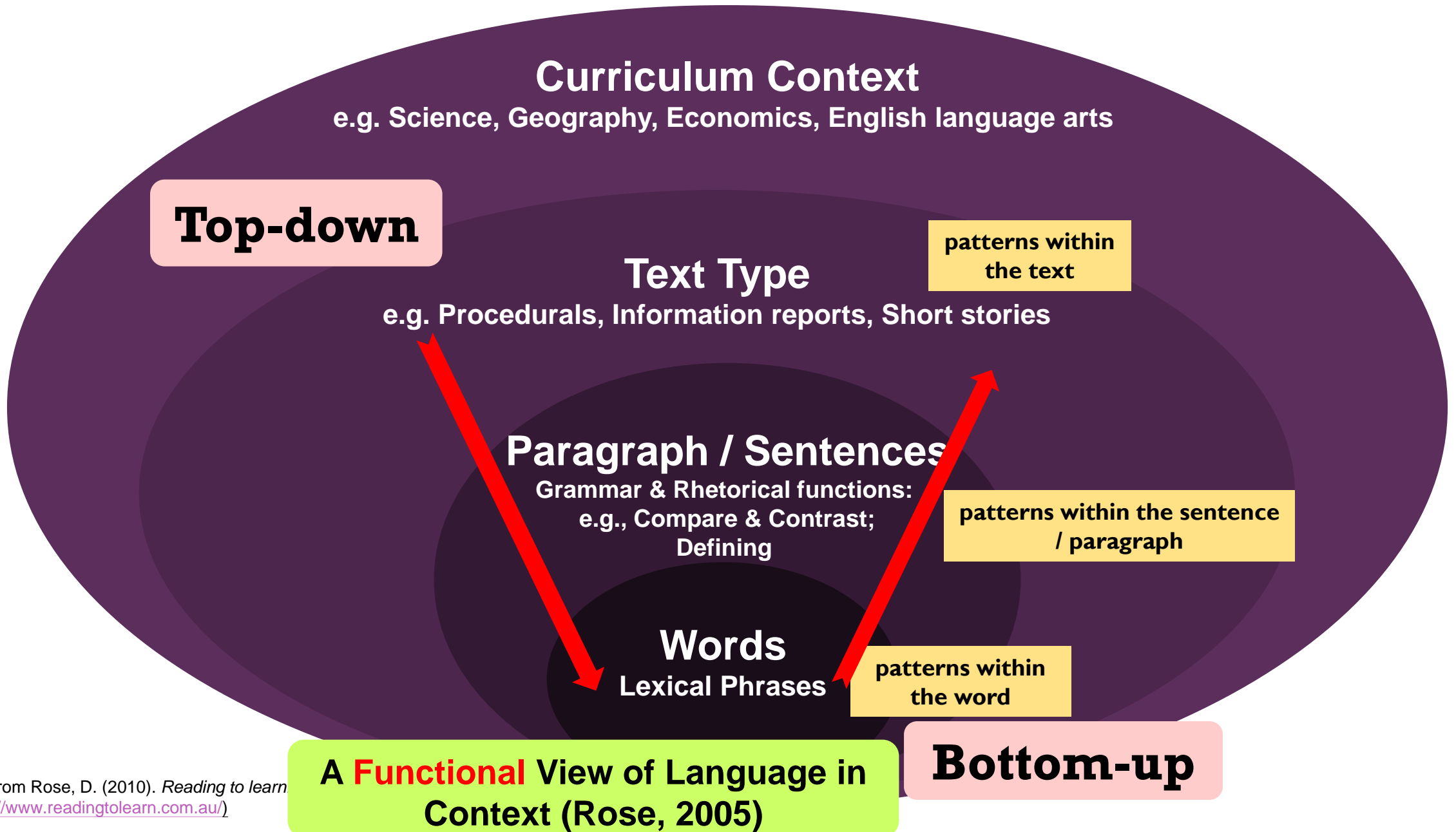
LAC at 'project level'



+ Part 2: Development of literacy skills to support students in learning across the curriculum



Genre-based pedagogy and the Genre Egg Model



Advantages of a **genre-based approach** to teaching reading and writing:

- It offers us a **systematic** and **meaningful** way to teach reading and/or writing.
- In particular, we can highlight:
 - What is the **subject matter/curriculum context**?
 - For example, “water cycle” in science,
 - A fable in English language arts
 - Who are the **target readers**?
 - For example, an expert informing an expert-to-be about a science concept (in textbooks)
 - E.g., Fable: adults telling children a story with a moral lesson for them to learn

Stage 1: Text selection and analysis

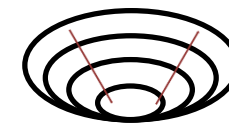
Task 1: Let's try analysing the text on P.1 of the task sheet using the Genre Egg Model.

What can be other sources of texts for LaC?

Layoffs loom amid 10,000 fewer takers for pay funds

Source: <https://www.thestandard.com.hk/section-news/section/11/222947/Layoffs-loom-amid-10,000-fewer-takers-for-pay-funds>

Task 1 : Academic text analysis



■ Curriculum Context

Unemployment/social problems (PSHE KLA); Percentage Change (Math KLA)

■ Text type and purpose

Information report; to give factual account on the topic and people's viewpoints

■ Text structure

General (payoff expected following a drop in application for pay funds) →
Specific (details of the drop, reason for the drop, prediction after the drop)

■ Sentence patterns

A range of past, present and future tenses for different timeframes; range of modals (e.g. will, cannot, could); hedging expressions (e.g. it appears that, it is expected that)

■ Words / lexical phrases

Action verbs (e.g. preserve, prevent, apply, lay off) and noun phrases (e.g. employers, employment, unemployment, tranche) , range of cohesive devices (e.g. in the first tranche & the first round of the wage scheme, he said/added that)

Stage 2: Leading in the topic

- <https://www.youtube.com/watch?v=F6xb5GTuDEE>
- Watch the above video and answer the following questions:
- (0:06) Where is Mr Goofy? Why is he there?
- (0:20) Can he get what he wants? Why?
- (0:47) What makes him hesitate in following the lady's advice?
- (1:14) What will happen next?
- (2:02) How does Max (Mr Goofy's son) feel? Why?

Possibility of using multimodal texts to introduce the topic of the reading text, and some lexical and grammatical items found in the text, i.e. using an everyday text to introduce an academic text

Possibility to also provide some opportunities for practising (higher order) reading strategies (e.g. inferencing, predicting) with the rich visual input?

Stage 3: Detailed reading

- Let's read the headline and the first part of the text together:

- **Layoffs loom amid 10,000 fewer takers for pay funds**

Some 10,000 fewer employers applied for the latest tranche of the Employment Support Scheme, which analysts said could trigger a fresh round of layoffs.

It appears that many companies are preparing to downsize or even close, as there is no sign of improvement in many sectors, especially the travel industry.

Sample detailed reading questions:

- 'Layoffs' means that people get...?
- Which word in the headline means 'against the background of'?
- Which word in Line 1 means 'part'? What does the adjective 'latest' suggest about the scheme?
- What does 'industry' in Line 4 mean? What is its relationship with 'companies' in Line 3?

Why detailed reading?

- Fostering simultaneous global (for **abstract** ideas) and local (for specific **concrete** details) reading
- Space for **open inquiry** (vs closed questions in traditional reading comprehension exercises) for motivational purpose
- **Higher order reading** (i.e. reading between the lines, identifying semantic and syntactic clues for inferencing/interpreting etc.)
- **Problem solving** through identifying contextual clues for determining implicit meanings (e.g. the writer's attitude)
- Potential for **catering for learner diversity**

Stage 4: Designing reading tasks targeting the reading skills covered in the ELE KLA CG (Appendix 5)

- https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf

- Task 2 Reading comprehension

- 1. Complete the following flow chart showing the analysts' prediction:



- ELE KLA CG reading skills targeted:

- understand how sentences and parts of a sentence relate to each other
- understand the use of discourse markers

Some 10,000 fewer employers applied for the latest tranche of the Employment Support Scheme, which analysts said could trigger a fresh round of layoffs.

It appears that many companies are preparing to downsize or even close, as there is no sign of improvement in many sectors, especially the travel industry.

Task 2 Reading Comprehension

- 2. Complete the following table:

The Employment Support Scheme

The Employment Support Scheme		
First tranche	No. of applications from employers	158,000
	No. of applications from the self-employed	26,000
	Total no. of applications	184,000
Second tranche	No. of applications from employers	168,799
	No. of applications from the self-employed	259,860
	Total no. of applications	428,599

- ELE KLA CG reading skill targeted:

- acquire, extract and organise information relevant to specific tasks

Task 2 Reading Comprehension

- 3(i). How should Wellcome and ParknShop use the subsidy?
- 3(ii). Why would the government set such a requirement? / Why would the two supermarkets still apply for it?

- ELE KLA CG reading skills targeted:

- make use of knowledge of the world to make sense of the text
- acquire, extract and organise information relevant to specific tasks

- identify implied meanings through making inferences

The parent company of Wellcome, Dairy Farm, received HK\$399 million in the first round for its 20,000 staff, while ParknShop got HK\$161 million for its 8,215 employees.

Task 2 Reading Comprehension

- 4. What is the writer's attitude towards the Employment Support Scheme?

- ELE KLA CG reading skills targeted:

- understand different feelings, views and attitudes
- differentiate fact from opinion

Stage 5: Reading to write

- Any ideas on using this text to promote higher order thinking skills and positive values?
- Writing task: Write a letter to the editor in response to the reading text. Use one of the following roles and express your views on the Employment Support Scheme.
 - A government official
 - The owner of a small bakery
 - A tour guide from a big travel agent
 - A customer of ParknShop
- What additional information about the scheme do you need to write the letter? Where can you get such information?

- ELE KLA CG writing skills:

- evaluate and make use of given information to complete specific tasks
- describe, express or explain ideas, feelings and experiences
- create written and multimodal texts appropriate to context, purpose and audience

- use strategies to arouse and sustain readers' interest
- plan and organise ideas, and use appropriate cohesive devices
- use a wide range of language patterns and visuals for various purposes
- use appropriate tone, style and register for various purposes

Stage 5: Reading to write

- Task 3: Brainstorm some ways to support your students in planning for content and language for the writing task.

- Content support:

Internet research on the scheme's background, purpose etc.?

Typical responses from some different stakeholder groups ?

Discussion on the communicative purpose of the target genre (e.g. through reading some real letters to the editor)?

- Language support:

Introduction to the rhetorical structure of the target genre?

Analysis of the typical grammatical and lexical features of the target genre?

A graphic organiser (e.g. a mind map, concept map) guiding the students to organise content and language in their writing ?

A writing frame for the weak students?

Reporting a real LaC case with the use of the previous reading text

- School banding: Band 2
- Level: Secondary 3
- KLAs: English Language and Mathematics
- Objectives:
 - (Math) To provide a meaningful context for engaging the students with word problems in the topic 'percentage and percentage change'
 - (Eng) To provide training in reading skills

Reporting a real KS3 LaC case

■ Cycle 1:

■ Text: Layoffs loom amid 10,000 few takers for pay funds

(<https://www.thestandard.com.hk/section-news/section/11/222947/Layoffs-loom-amid-10,000-fewer-takers-for-pay-funds>)

Objectives in English lesson:

In the English lesson, a reading comprehension task was conducted to provide training in some reading strategies like identifying the gist of the text, and specific information and connections between ideas found in the text. The teacher also introduced some vocabulary items that would be included in the word problems in the subsequent Mathematics lesson.

Objectives in mathematics lesson:

In the Mathematics lesson, the same article was used to discuss the range of numerical values associated with some reported figures. Another focus was the formulation of inequalities from the content and how to solve them. There were relevant questions arising from the discussion in this article.

Reporting a real KS3 LaC case

- Cycle 2:
- Text: Hong Kong's population will be a little smaller, a lot greyer by 2069, according to new government projections (<https://www.scmp.com/news/hong-kong/society/article/3100919/hong-kongs-population-will-be-little-smaller-lot-greyer-2069>)

Objectives in English lesson:

In the English lesson of the second cycle, a similar reading comprehension task to the one used in the first cycle was set, with the reading strategies previously covered recycled and an addition of some more advanced strategies like inferencing and predicting development. The vocabulary explanation that the teacher provided also directly helped the students with comprehending the word problem texts in the Mathematics lesson to follow as well.

Objectives in mathematics lesson:

In this second cycle, the selected article provided more materials for developing skills and understanding in the mathematics lesson. The focus was put on the use of percentages in describing changes. The tasks were more elaborate with a variety of questions and expected forms of responses. In particular, descriptions about the trends in population following the computational work naturally linked to vocabulary and sentence forms introduced in the corresponding English lesson.

+ Part 3: Brainstorming ideas for LaC implementation



- Reflect on the LaC strategies introduced . Identify any that you think may be applicable in your teaching context.
- Brainstorm some ways to build some LaC work in your context.
- Share your ideas with a partner.
- Give feedback to your partner's sharing.

