

## Example 8

### **Promoting Language across the Curriculum in the PSHE KLA: Sharing on an integrated curriculum at Secondary 1-3**

**Tak Oi Secondary School** promotes Language across the Curriculum (LaC) in various subjects at the junior secondary level. Ms Natasha Tsang, the panel chairperson of Liberal Studies, shares the following tips on how to plan and promote LaC in an integrated curriculum at Secondary 1-3.

- **Setting the school-based expected learning outcome for promoting LaC**

- The panel sets paragraph writing and essay writing as the focuses for promoting LaC at Secondary 1-3 to strengthen students' answering skills in English, which is conducive to their learning at the senior secondary level, particularly in Liberal Studies.
- It is expected that after completing junior secondary education, students will be able to write structured and effective paragraphs and essays when answering questions.

- **Planning of LaC with due consideration to students' prior learning experiences and the targeted language skills**

The panel plans LaC by:

- building on students' prior learning experiences to help them acquire the targeted language skills more effectively;
- paying special attention to new Secondary 1 students' learning needs and adapting the LaC plan to meet their needs;
- identifying the language skills and embedding them in the appropriate topics; and
- aligning the curriculum, learning and teaching and assessment.

A 3-hour bridging programme has been organised to activate new Secondary 1 students' prior knowledge and learning experiences related to the integrated curriculum and to help teachers gain a better understanding of students' English proficiency. During the bridging programme, useful language patterns for expressing opinions are provided. For example:

- I think ... is right because/since/as ...
- It is not true that ...because/since/as ...

- **Aligning the curriculum, learning and teaching and assessment**

For example:

- recognition, self-worth, affirmation, accepted by others, self-esteem

For example:

- I am (adjective).
- I think I am a/an (adjective) person.
- People describe me as a/an (adjective) person.

- Language skills are infused progressively into the curriculum. For example, for the topic “Understanding Oneself”, students start by describing their appearance and personality and understanding related concepts. They also learn focused answering skills, such as explaining factors and making suggestions, with similar writing structures.
- Scaffolding strategies are applied in learning and teaching, such as connecting prior knowledge, using visual aids before writing and guiding questions.
- The focused answering skills are an essential component in assessment.

For example:

To start with, teachers use “5W1H” (What, Why, When, Where, Who, How) as question words, which are familiar to fresh Secondary 1 students, to develop their answering skills.

For example:

Before writing, students are asked to draw and verbalise the ideal Hong Kong with the characteristics they have learned, such as cultural facilities, a green environment, a comprehensive transportation network and recreational facilities.

For example:

1. According to the picture of Michelle Siu shown in Source A, write **THREE** sentences to describe her appearance.
2. Which development stage is Michelle at?
3. According to Source A, what is the personality of Michelle? Explain your answer.
4. According to Source A, how is the self-esteem of Michelle?
5. According to Source A, identify and explain **ONE** factor that affects the self-esteem of Michelle.
6. According to Source A, identify and explain **ONE** important benefit of high self-esteem.

- **Scaffolding strategies for strengthening students' language skills**

- Scaffolding strategies include:
  - ✧ Strengthening students' language skills at the word level, sentence level (simple and complex) and paragraph level;
  - ✧ Providing useful phrases or sentence patterns; and
  - ✧ Providing a model for each paragraph structure with an acronym for easy memorisation.
- Students apply the writing skills in a new task. A sample of student work is shown on the next page for illustration.

For example:

TEE structure: T - Topic sentence, E - Explanation, E - Example

For example:

- Word level: recognition, self-worth, affirmation, accepted by others, self-esteem
- Sentence level:
  - ✧ Simple sentence: Johnson has high self-esteem.
  - ✧ Complex sentence: Johnson has high self-esteem because of the peer factor.
- Paragraph level:
  - ✧ Paragraph structure provided by teachers:

- |  |   |
|--|---|
| 1. <b>Identify the factor of self-esteem</b> | Johnson has <u>high</u> self-esteem because of the <u>peer</u> factor.  |
| 2. <b>Explain the factor</b>                 | Adolescents usually value <u>recognition</u> and affirmation from their peers. They usually have a sense of <u>self-worth</u> when they receive praise or affirmation from their friends.                                 |
| 3. <b>Quote evidence from the source</b>     | According to Source B, Johnson has a lot of friends, and they think that he is very <u>funny</u> . His friends are also willing to <u>play</u> with him and <u>help</u> him   |
| 4. <b>Relate the source with the factor</b>  | when he has difficulties in his studies. This shows that Johnson receives a lot of <u>recognition</u> and <u>affirmation</u> from his peers. He thinks that he is <u>accepted</u> by his peers and has a role among them. |
| 5. <b>Write a concluding sentence</b>        | Therefore/ As a result, Johnson has <u>high</u> self-esteem due to the <u>peer</u> factor.  |

## A Sample of Student Work

With the help of the paragraph structure provided, Secondary 1 students are required to apply the writing skills in a new task. A sample of a student's work is provided as follows.

5. According to Source A, identify and explain **ONE** factor that affects the self-esteem of Michelle.

5. ~~Family factor affects her self-esteem. Adolescents usually need love and support from their family. According to Source A, she said that her mother encouraged her that "We will not have regrets if we do our best!" This show that her mother support her. Therefore, I think family factor affects her self-esteem.~~

How does Michelle feel when she gets encouragement?

How can it help?

If you are interested in Language across the Curriculum, read also Examples 24-26.