


***Sharing of
strategies in
developing
Language Across
the Curriculum***

Munsang College



Sharing of strategies in Developing Language Across the Curriculum

LAC Committee

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Introduction

- Munsang College

*English is the medium
of instruction in
ALL subjects
including cultural
subjects*

*Except:
Chinese,
Chinese History,
Putonghua*

Introduction

- *Students not only **learn English** in English lessons, but also need to use English and **learn other subjects well through English.***
- *Different subjects have their own vocabulary and language pattern*



Enhance students' English Language

- Subject teachers need to integrate **content learning** and **English learning** to enhance language proficiency in academic pursuit.

Collaboration among subjects

| 2006-7 | 2009-10 | This year |
|--------------------------------------|-------------------------------------|-------------------------------------|
| Exploratory stage •Form one | Developmental stage Junior forms | Developmental stage Whole school |
| Eng. + Geog.+ Sci. (3 sub. heads) | | |

Exploratory stage: 2006-7

- F.1: English + Geography + Science (3 subject heads)
- Collaboration in

F.1 mini-research on urban problems in Kowloon City

- Geog: fieldtrip in Kowloon City (urban problems)
- Science: pollution problem
- English: writing and oral presentation



Geography and Science

- Teach the content, and the vocabulary.
- Provide materials such as workbook exercise or geofact files or newspaper articles for English comprehension exercise.
- Provide passages for English dictation.



English

- Report-writing
- Describing the observations, using adjectives.
- Elaboration using appropriate connectives, such as ‘in addition to’, ‘moreover’.
- Presentation of arguments or points in paragraphs by using ‘Firstly,.....’
- Oral discussion skills

Developmental Stage 2009-2010

Collaboration in all junior forms

- Cross-curricular Projects/ tasks

| | |
|--------|----------|
| Form 1 | Reading |
| Form 2 | Writing |
| Form 3 | speaking |



Developmental Stage 2009-2010

Developing **reading** across the curriculum in **Form 1**

- Reading packages were designed. Students were able to develop their reading skills and produced mind maps to summarize the passage.



Developing **reading** across the curriculum in **Form 1**

- **Reading report on issues related to Cities**
- Choose *a reading material* related to the issues of city development today.
- Write a reading report (700 words) on a topic (e.g. traffic congestion, pollution, land use conflict)
 - **summary of the reading material**
 - **commentary** (thoughts, feeling, comments)

Developing **writing** across the curriculum in **Form 2**

- A descriptive writing package was developed.
- Students had a tour on an organic farm. Students learned organic farming in geography lessons. They also wrote a passage on an interesting picture they took on the farm in the English lesson.
- [sample](#)



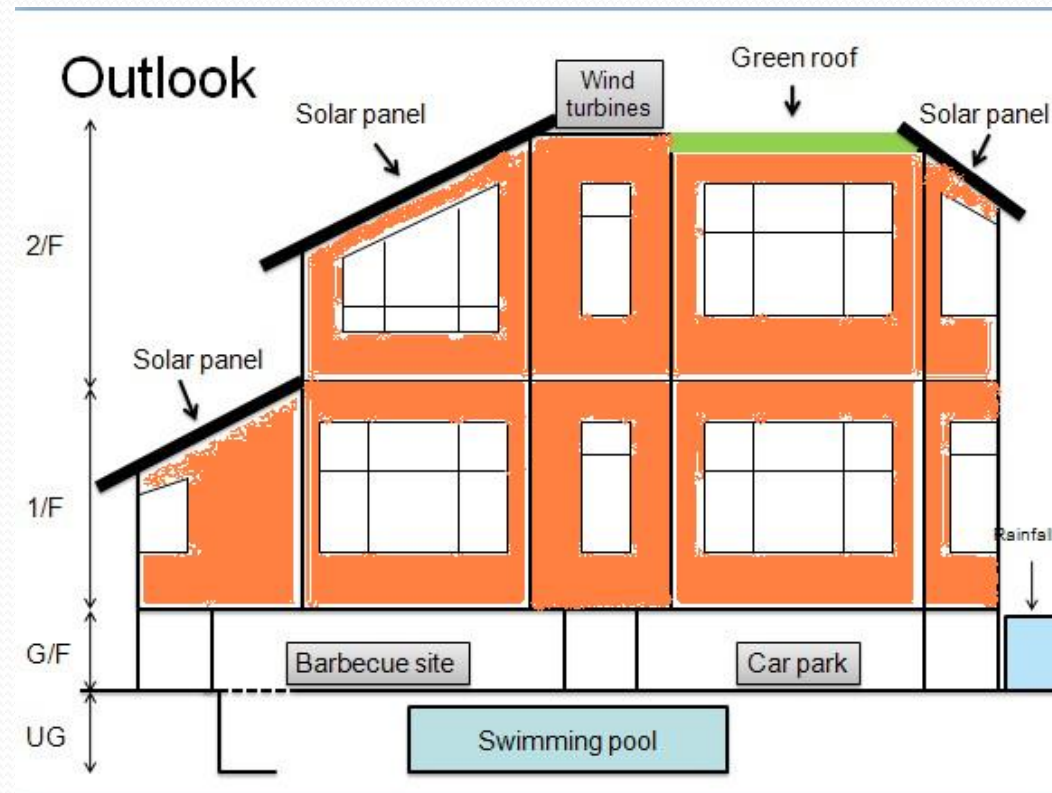
Developing **writing** across the curriculum in **Form 2**

Collaboration in project

- In March, the housing problems in Kowloon City were identified in the geography fieldwork.
- Then some scientific investigation in designing an ideal home for solving housing problem was conducted in I.S. lesson.
- Finally,

Developing **writing** across the curriculum in **Form 2**

An ideal home was designed. Students presented their design & rationale in English lessons.





Developmental Stage 2009-2010

Developing **speaking** across the curriculum in
Form 3

- **one-minute video on natural hazards related to geography / on kitchen chemistry**



Developmental Stage 2010-2011

Whole school implementation plan

- Language plan: core language skills
- Implementation plan

ENVIRONMENTALLY FRIENDLY CLASSROOM

| | |
|---------------------------|---|
| Liberal Studies | <i>Make commercials in video form to promote the awareness of H.K. citizens to protect the environment.</i> |
| Integrated Science | <i>Take a challenge: Help reduce global warming by taking some actions in the classroom.</i> |
| Geography | <i>Justify your actions: Explain why your actions can help reduce global warming.</i> |
| English | <i>Write a slogan to promote environmental protection or justify your actions.</i> |
| Visual Arts | <i>Make a poster to show action(s) with a slogan</i> |
| Library | Book talk and book exhibition |

Sharing session at the end of the year 2009-10

| | |
|--------------------|--|
| <i>F.7 English</i> | <i>Integrated Language Pack for UE</i> |
| <i>Geog</i> | <i>Use of concept map in reading and writing</i> |
| <i>English</i> | <i>PISA – Its implication for teaching and assessing reading</i> |
| <i>Physics</i> | <i>Analysis on question words</i> |
| <i>History</i> | <i>Teaching of question words</i> |
| <i>Geog</i> | <i>Pre-reading and post-reading strategies in F.1/2</i> |
| <i>Chemistry</i> | <i>LAC in assessment</i> |
| <i>English</i> | <i>Writing packages for lower forms</i> |