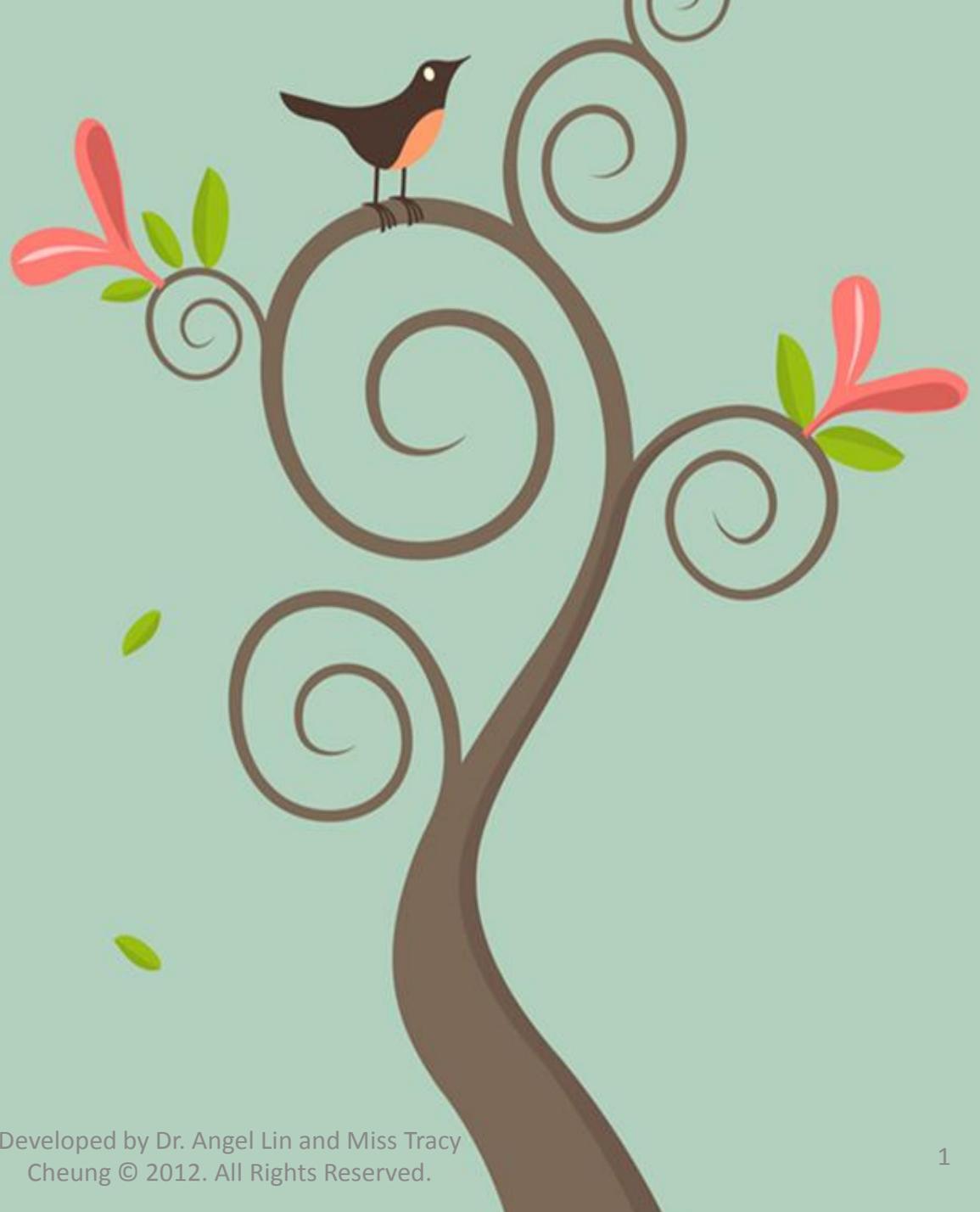


**LAC:
What is it?
Why is it
important?
How can it be
implemented?**

Dr Angel LIN

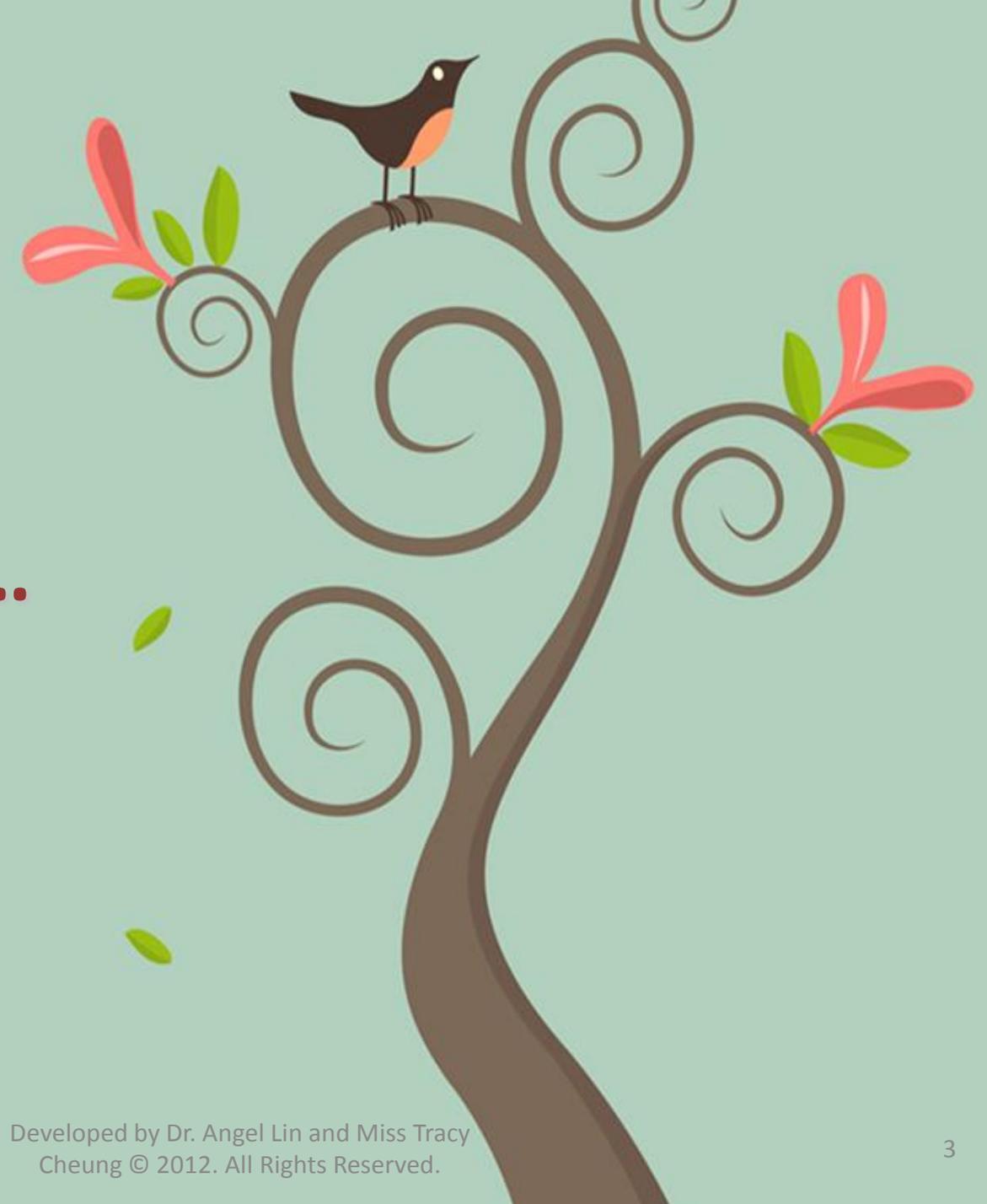
**Associate Professor &
Associate Dean (Learning and
Teaching)
Faculty of Education
The University of Hong Kong**



Today's outline

- Getting to know me, you and the topic
- What is LAC?
- Why is it important?
- How can it be implemented?

**Let's get to
know each
other more...**



“Green card, or red card?”

- Let's play a game.

(1) What is my Chinese name?

練霓裳

練美兒

Too easy??

(2) What does “ELA” mean?

English
Learning
Activity

Extended
Learning
Activity

(3) What does “CLIL” mean?

Continuity
and
Longevity
In
Learning

Content
and
Language
Integrated
Learning

Well done!

Allow me to get
to know more
about you.



(4) Raise your card if...

Your school has implemented new MOI arrangements. (e.g. EMI in some or all subjects, 2 EMI classes, ELA activities, etc.)

Your school has continued with the previous MOI arrangements.

(5) Raise your card if...

you think using English as a medium of instruction is beneficial to your students.

you think using English as a medium of instruction is not that beneficial to your students.

(6) Raise your card if...

you think knowing more about LAC can help you use English to teach.

you think knowing more about LAC can not help you use English to teach.

(7) Raise your card if...

you think
collaboration
between language
and content subject
teachers is
important.

you think
collaboration
between language
and content subject
teachers is not
important.

Thanks for letting me know.

**So... What is
LAC?
(and the new
MOI
arrangements...)**



Background

- In June 2009 , the Hong Kong Government announced that the arrangements for fine-tuning the **medium of instruction (MOI)** for secondary schools would be implemented with effect from the 2010/11 school year (Education Bureau Circular No. 9, June 2009).

Background

- Schools will provide students with diversified MOI arrangements, starting with Secondary One (S1) level and progressing each year to a higher form at junior secondary levels.
- The diversified MOI arrangements are exemplified with three general models provided in the policy document: “Enriching our Language Environment—Realizing Our Vision: Fine-tuning of Medium of Instruction for Secondary Schools” (released by the Hong Kong Education Bureau in April 2010).

Possible MOI arrangements of Schools under the Fine-tuning

- CMI/ EMI for all subjects for all the classes
- CMI/ EMI for all subjects by class/ group
- CMI/ EMI by subject for all the classes/ some classes/ some groups
- CMI for all the subjects with ELA in some subjects

Which arrangement is more popular among schools?

CMI/ EMI by subject for all the classes/ some classes/ some groups

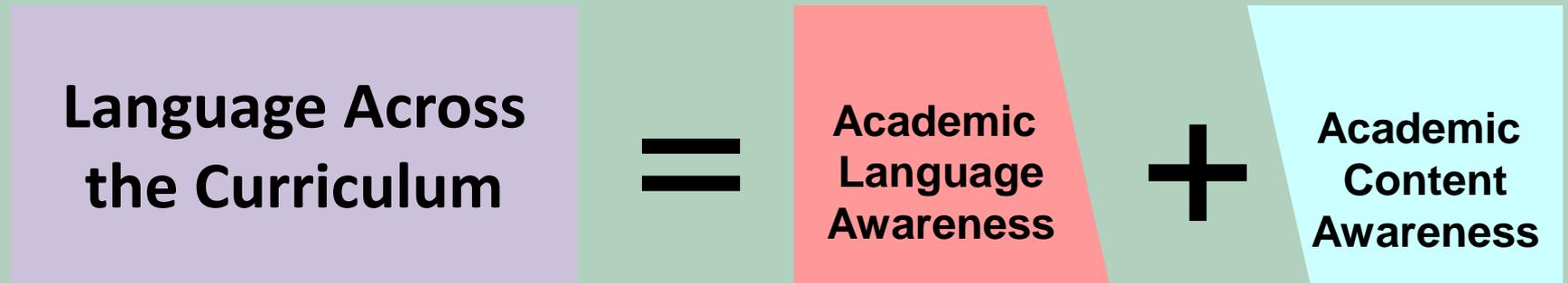
CMI for all the subjects with ELA in some subjects

In reality...

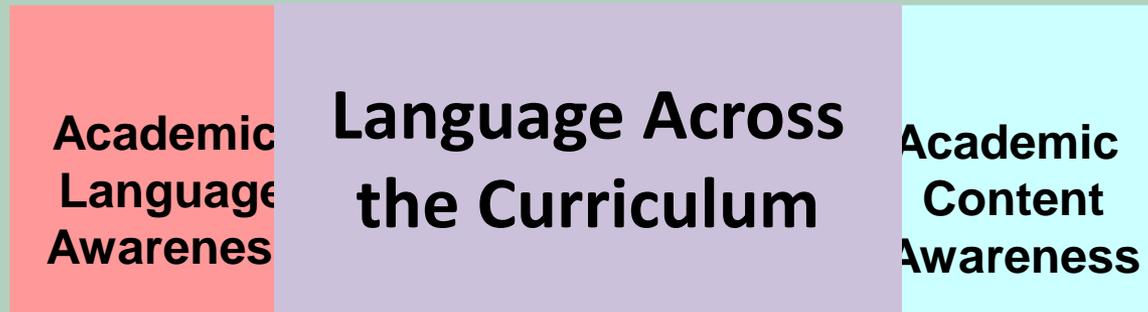
“A HUNDRED FLOWERS BLOSSOMING”

What is Language Across the Curriculum?

- **Language Across the Curriculum (LAC)** is about enhancing both **academic language awareness** and **academic content awareness**.



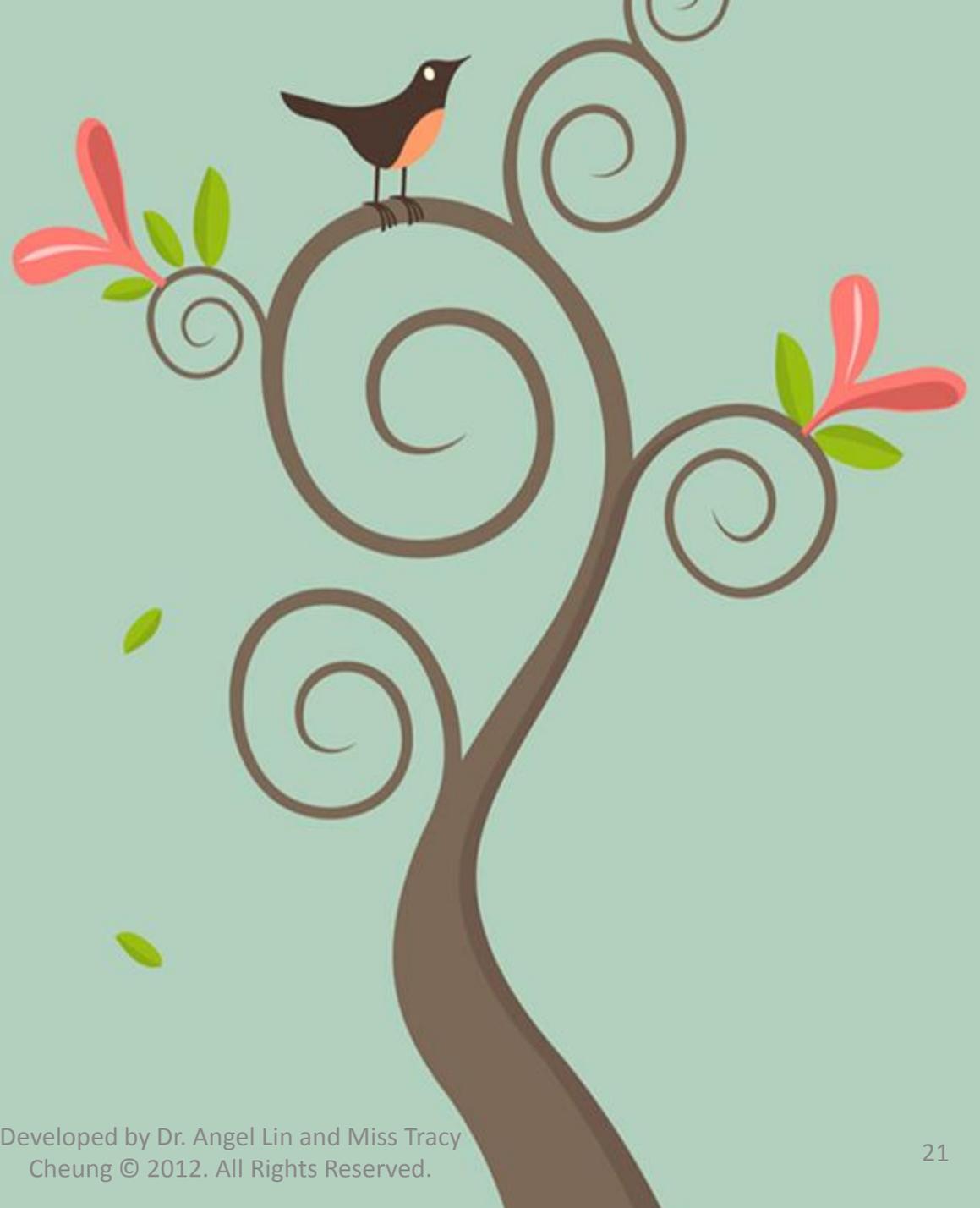
LAC and you?



**Language-
aware**
Content teachers

**Content-
aware**
Language teachers

Why is LAC important?



Four key conditions for successful language learning

- Exposure
- Use
- Motivation
- Formal instruction

Present

Absent

Luke and Richards (1982) *English in Hong Kong: functions and status*

- Hong Kong was once described as a *Diglossia without bilingualism*.
- Now *Triglossia without trilingualism?*
- The Bottom line is: English is not a necessity to *access all the key social facilities in HK*.

The fine-tuning of MOI initiative

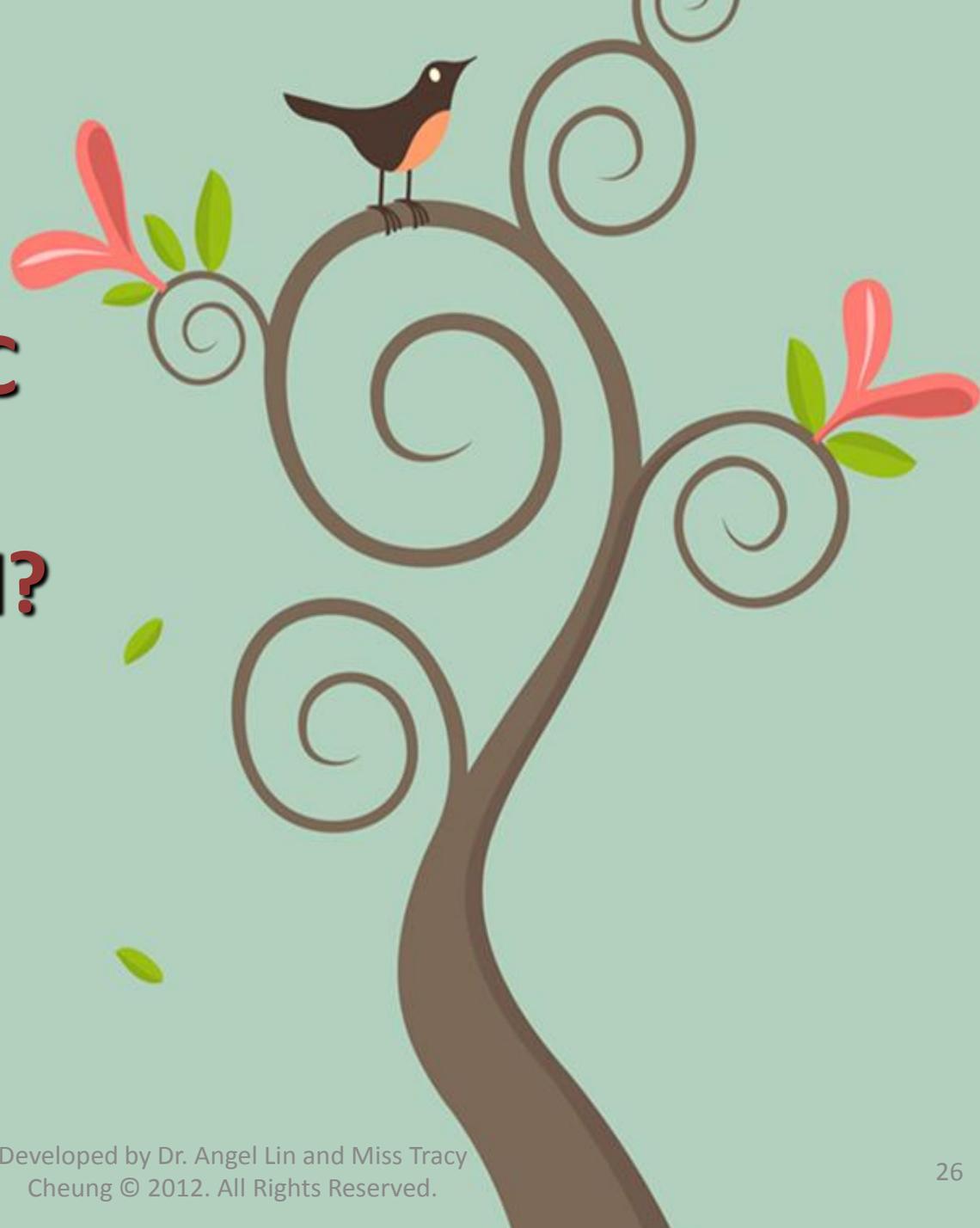
- The initiative can be regarded as an **opportunities** to enhance the learning of English in Hong Kong if we can make adjustment in our schools to enhance
 - Learners' **Exposure** to English
 - Learners' **Opportunities** to Use English
 - Learners' **Motivation** to learn and use English

Reading for everyday life and reading for school subjects: different kinds, different purposes, different ways

- Everyday English is different from academic English
 - E.g., Everyday text-types are different from academic text-types
 - **Differences**
 - Contexts
 - Text-types
 - Academic functions
 - Sentence patterns & vocabulary
 - **Similarity**
 - Both are important to the language and cognitive development of our students

It is vital to help our students to develop skills and strategies to tackle everyday texts and academic texts progressively across different disciplines.

How can LAC be implemented?



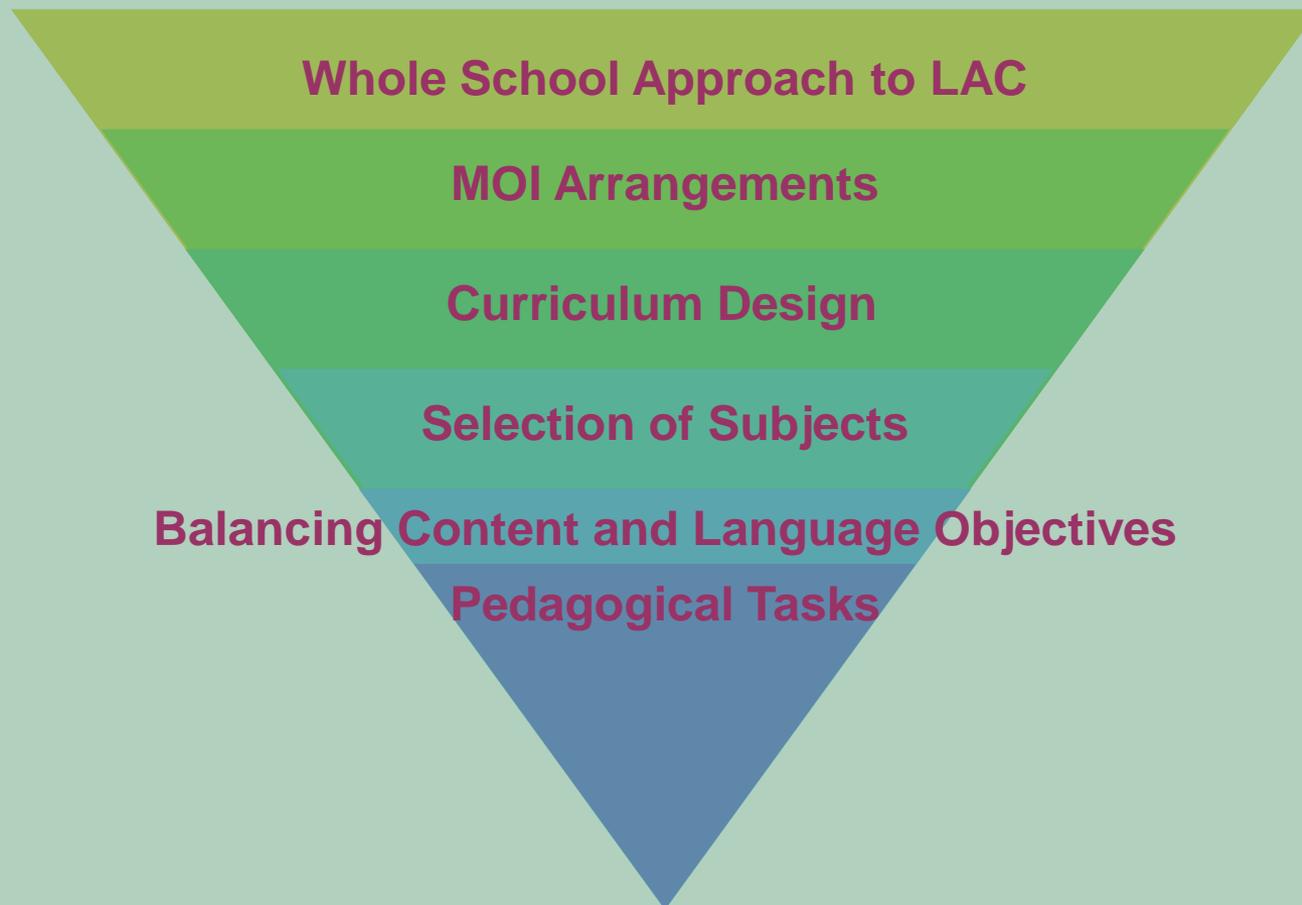
Have you visited this new ramen shop in Hong Kong?

They are different yet the same!

**It's a matter of
decision-making
and arrangements.**

Inverted Pyramid to MOI fine-tuning policy

Decision-making and arrangement at different levels:



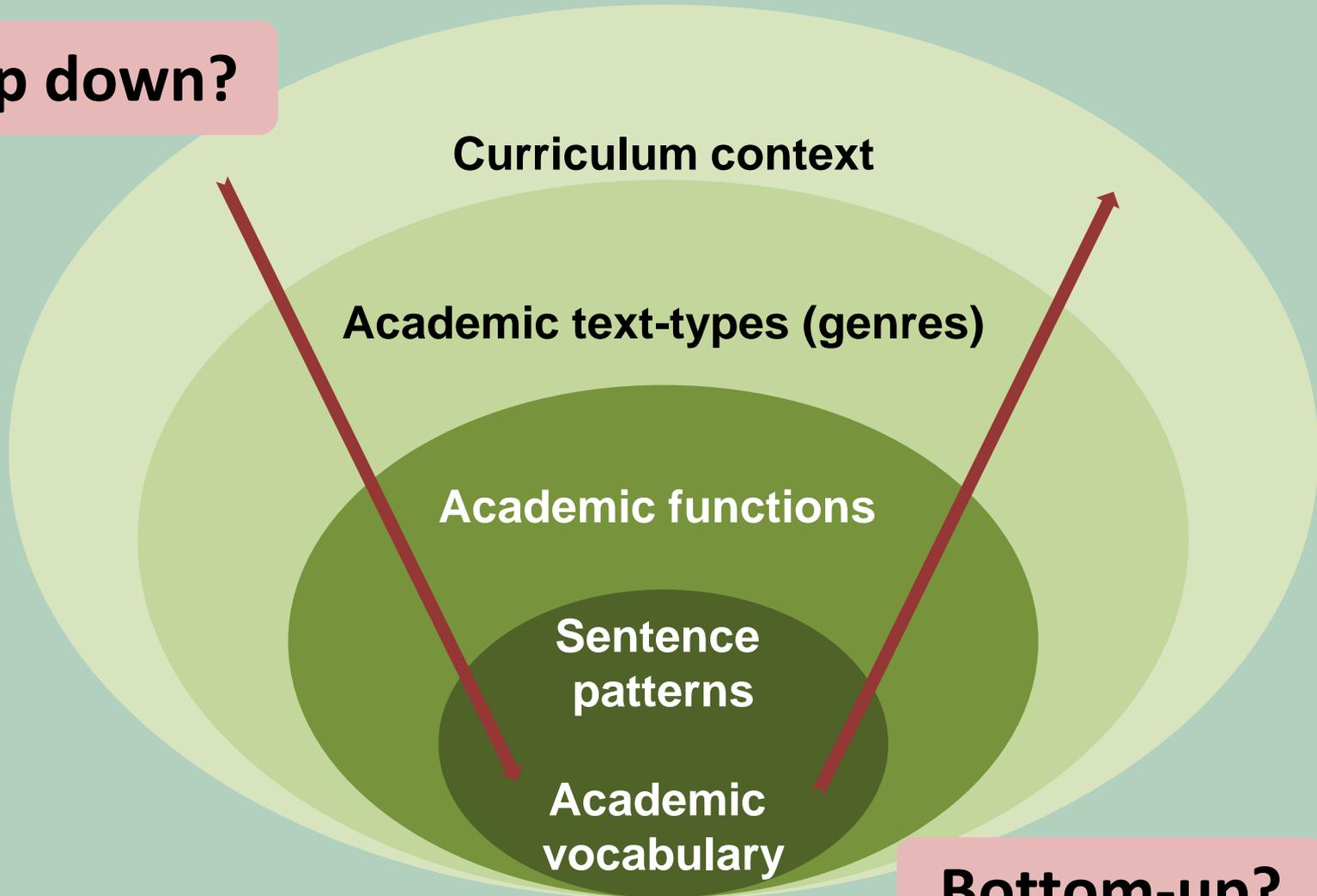


In order for you to make better decisions and arrangements, you have to take a short LAC crash course! (or “Why understanding Academic language is important”.)

Activity 1: “Genre Egg” – Language Awareness

A Functional View of Language in Context (Adapted from Rose, 2005)

Top down?



Bottom-up?

Learning academic vocabulary

**In a teacher's eyes:
Glossary list**

Learning academic vocabulary

In a student's eyes

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Activity 2: Prefix, Suffix and Word Formation

- Look at the following words.
Answer the following questions.

Activity 2: Prefix, Suffix and Word Formation

1. The prefix “quad” means **four (4)**.
2. The prefix “tetra” means **four (4)**.
3. The prefix “penta-“ means **five (5)**.
4. The prefix “poly-“ means **many**.
5. The prefix “deca-“ means **ten (10)**.

How are these prefixes and suffixes related to students using English to learn?

The Academic Word List (Coxhead, 2000): 570 high-utility academic *word families*

Activity 3: Nouns? Verbs? Nominalization?

For example...

Preservatives are additives that help maintain freshness and quality.

They protect food from spoilage caused by mold, bacteria, and yeast; and from flavor and color changes due to exposure to oxygen.

By law, manufacturers must list all

Why would food turn bad? That's because mold, bacteria and yeast will spoil our food. And also the oxygen in the air will change the flavor and color of our food. It will make our food dark and smelly.

counts
often
ium

Activity 3: Nouns? Nominalization?

Read the following sentences. Recognize any Conversational Style Sentences, and Academic Style Sentences. Then, rewrite these sentences into their counter parts.

(1) Mold, yeast and bacterial will spoil our food.

Conversational
Style Sentences

Food preservatives are added to prevent food spoilage.

(2) Food preservatives are used to maintain the freshness of food.

Academic Style
Sentences

We add food preservatives to keep our food fresh.

(3) To be healthy and fit, we should have a balanced diet.

Conversational
Style Sentences

A balanced diet will enhance health and fitness.

(4) Many modern artists employ computers in their work. These machines enable the artist to be more creative.

Conversational
Style Sentences

The modern artists' use of computers in their work increases their creativity.

Learning grammar & sentence patterns

Academic texts are highly complex and the information are condensed:

Nominalization

e.g. A) The destruction of rainforests causes a great loss of resources to humanity and science.
(from Liberal Studies)

e.g. A) His farsighted acts in accepting the Truce of Villafranca, in stopping Garibaldi from marching on to Rome, and in allying with Bismarck made the unification movement possible. (from History)

VS

c) My name's Mabel. I have lots of friends. We like reading magazines. (from English)

Explicit Modelling of contrastive analysis of L2 academic language and corresponding L1 academic language

- Step 1: unpacking: X is Y
 - Waste gases released by motor vehicles, power stations and factories (X) are the main sources of air pollution in Hong Kong (Y).
 - 由汽車、發電廠和工廠釋放的廢氣 (X) 是香港空氣污染的主要源頭 (Y)。
- Step 2: unpacking X
 - Waste gases released by motor vehicles, power stations and factories...
 - 由汽車、發電廠和工廠釋放的廢氣...
- Step 3: unpacking Y
 - ... the main sources of air pollution in Hong Kong
 - ...香港空氣污染的主要源頭

Activity 4: Interpreting and describing data

- Read the following information and answer the questions:
- (1) Analyse the data and account for the changes in air quality.
- (2) Can you underline the words that you used to describe the data?

Activity 4: Interpreting and describing data

For example...

- reflect
- was worse than that in
- has significantly increased by
- slightly increased by

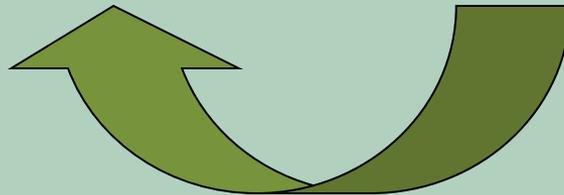
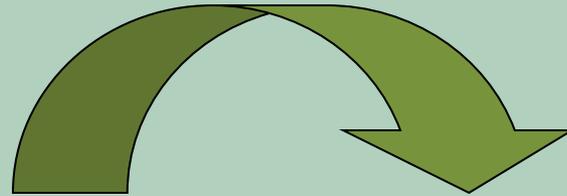
Academic functions: Describing data

An example of Academic functions: Comparing

An example of Academic functions: Exemplifying

Activity 5: Text-types in language and content subjects

Look at the two pages. Identify the text types and the topics.



Story (narrative)

**3 little pigs and
the big bad wolf**

Description texts (Info Rpt)

Animal homes

Activity 5: Text-types in language and content subjects

For example...

THEME: Integrated Science: Electric current(S3)

Text-types in language subjects

Text-types in content subjects

Autobiography

**Information report
(compositional)**

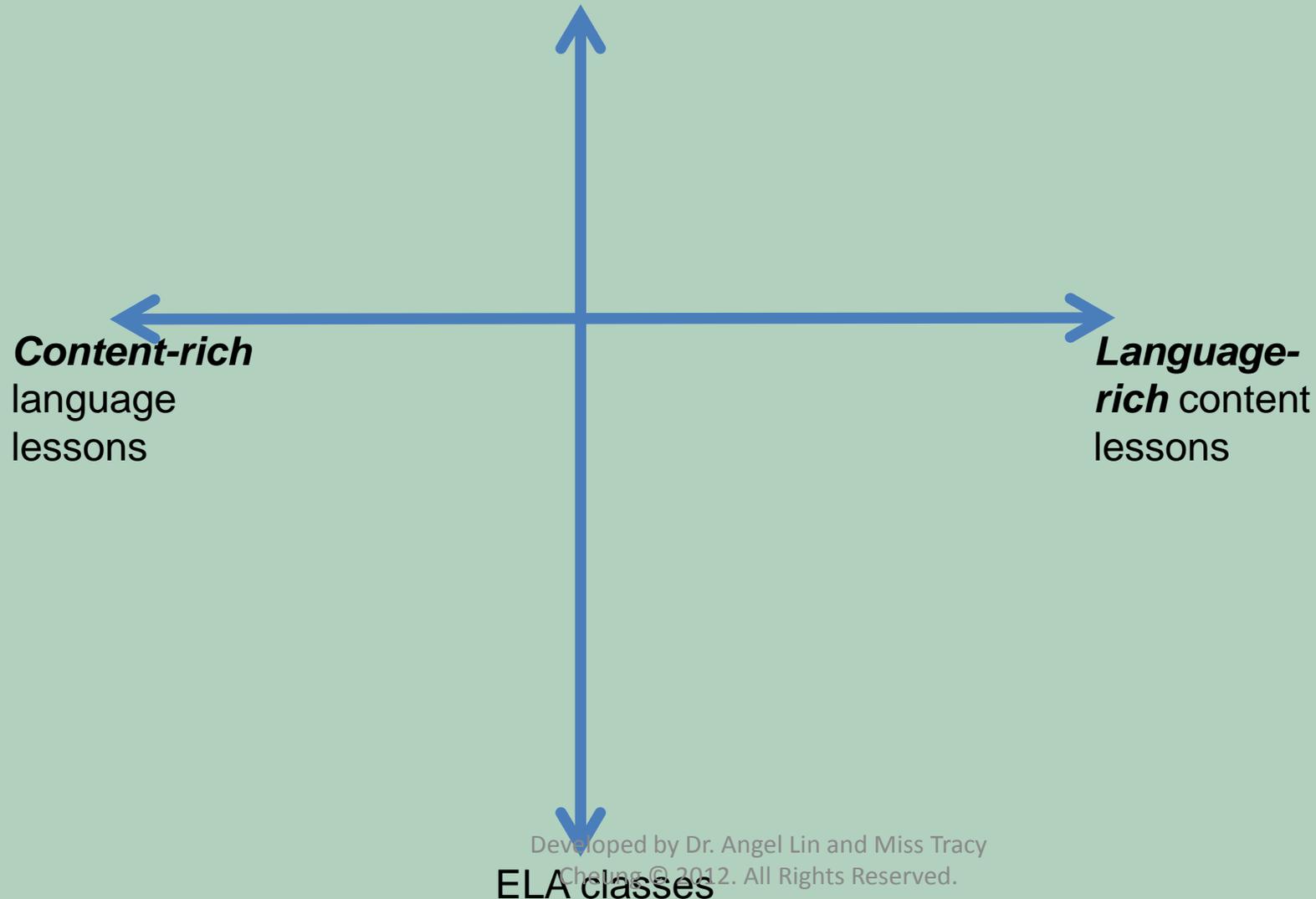
Pair up with a language / content teacher. Using the graphic organizer below, choose a theme, and think of some possible text-types that you can use to teach the content.

Some common text-types in language and content subjects

Text types commonly found in language subjects	Text types commonly found in content subjects
Email Poem Story News article Essay Recipe Argumentative essay Letter to the editor Advertisement Proposal	Information report Laboratory report Essay Historical recount Manuals Explanations on sequence and process Explanations on cause and effect Discussion Argumentative essay

Mapping your school's LAC plans

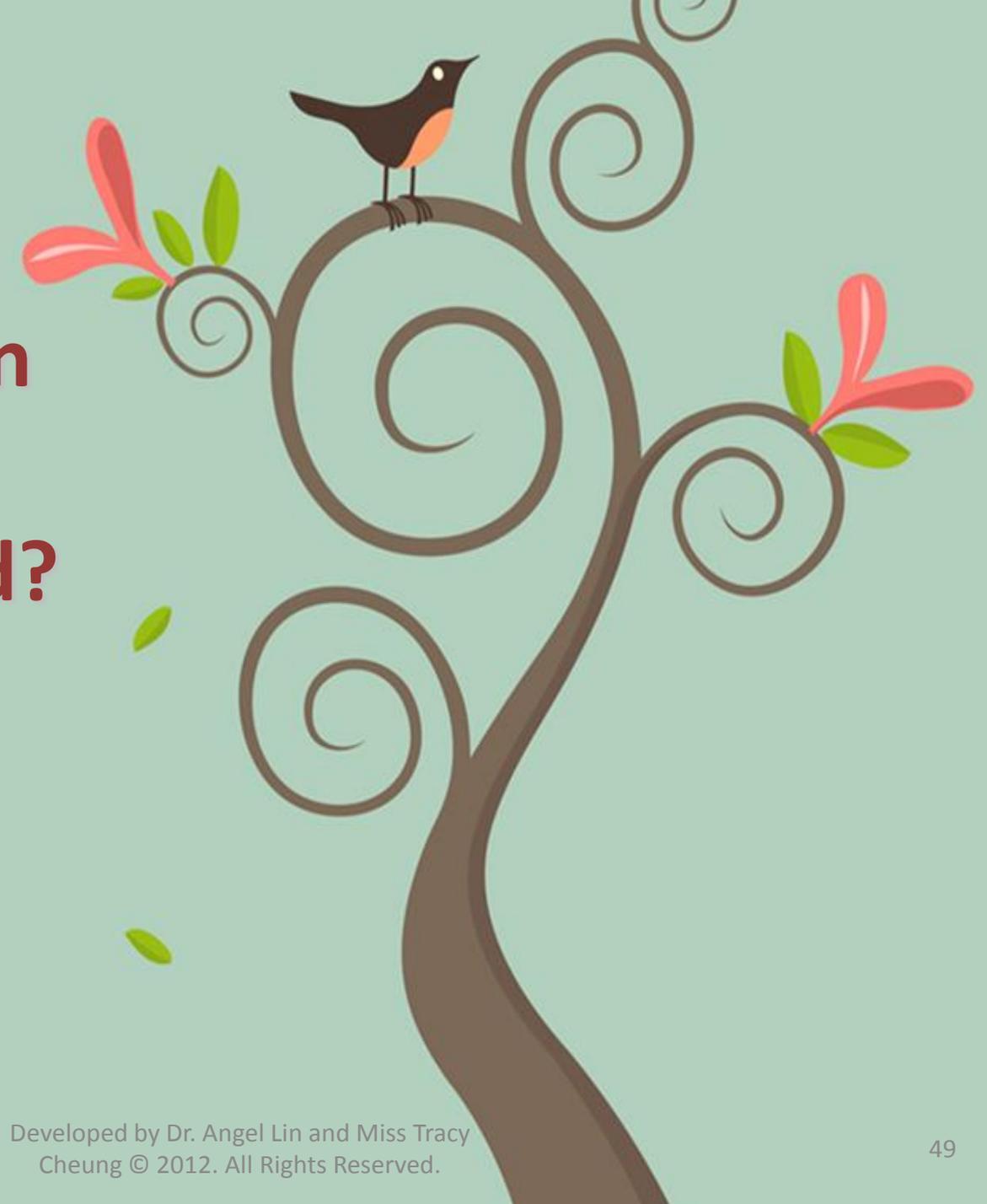
EMI classes



Developed by Dr. Angel Lin and Miss Tracy

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**So... how can
LAC be
implemented?**

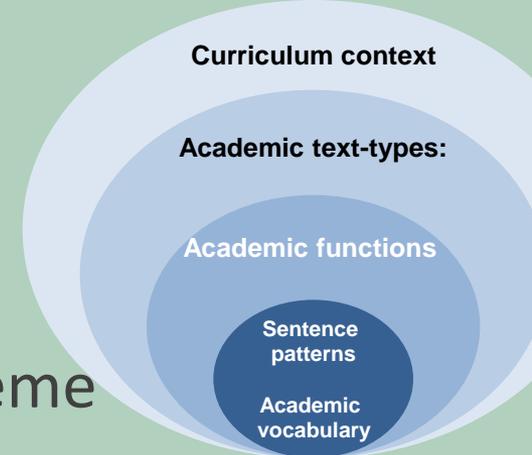


Possible MOI arrangements of Schools under the Fine-tuning

- CMI/ EMI for all subjects for all the classes
- CMI/ EMI for all subjects by class/ group
- CMI/ EMI by subject for all the classes/ some classes/ some groups
- CMI for all the subjects with Extended Learning Activities in some subjects

Possible LAC models

- (1) Theme-based units (e.g., a common theme used in English and other content subjects)
- (2) Teaching generic academic study skills (e.g., generic academic vocabulary & language structures, mind-mapping, use of graphic organizers, tabling & graph plotting skills, data description skills)
- (3) Intensive LAC units



Possible ELA models

1. As cross-curricular English enrichment activities
2. As an EMI supplement to CMI content teaching
3. As a vocabulary teaching focus related to content lessons
4. As additional individual modules/ themes
5. As certain subject content teaching units
6. As bridging programmes

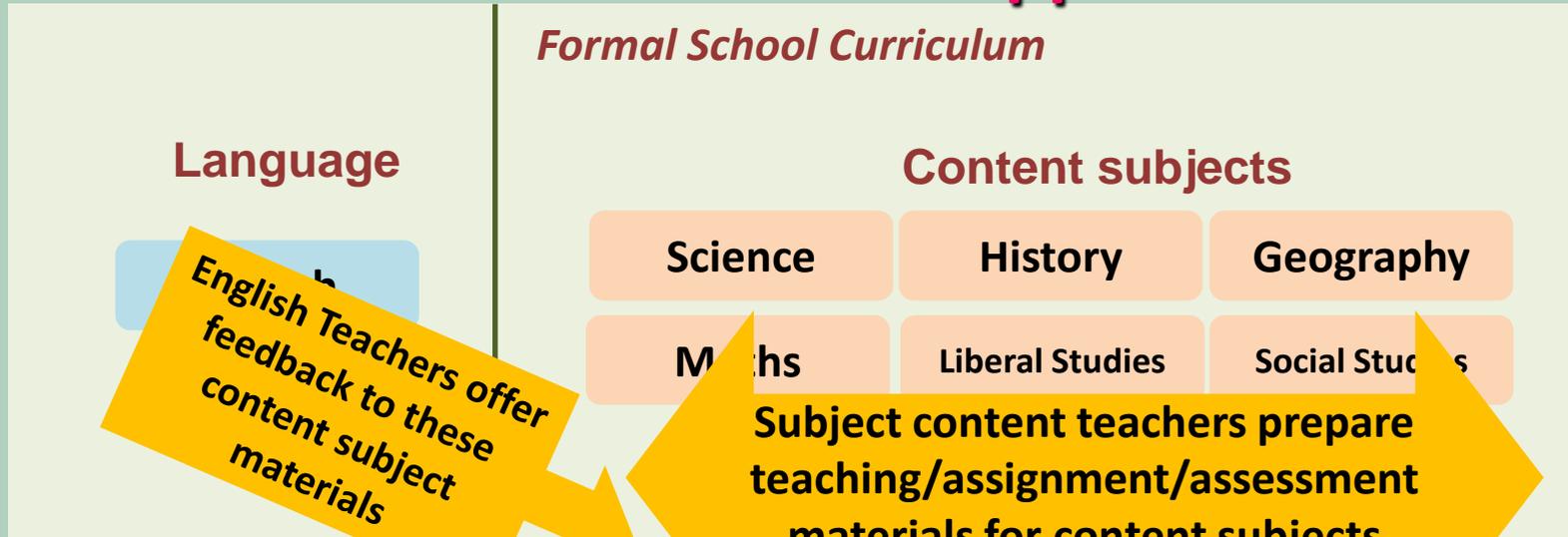
Others ...

(Source:

http://www.edb.gov.hk/FileManager/EN/Content_1914/executive%20summary%20of%20final%20report%20_eng_%20print.pdf)

For example:

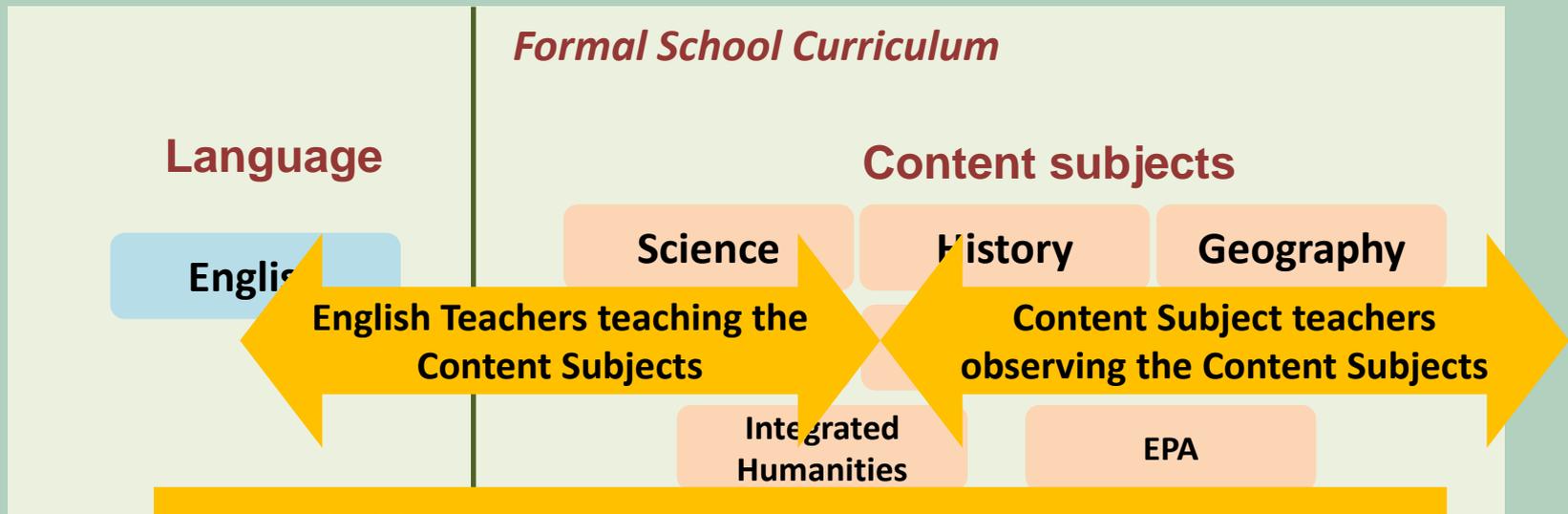
LAC at 'curriculum-material-support level'



Issues to highlight:

- Easy to arrange, but
- Heavy workload laid on language teachers

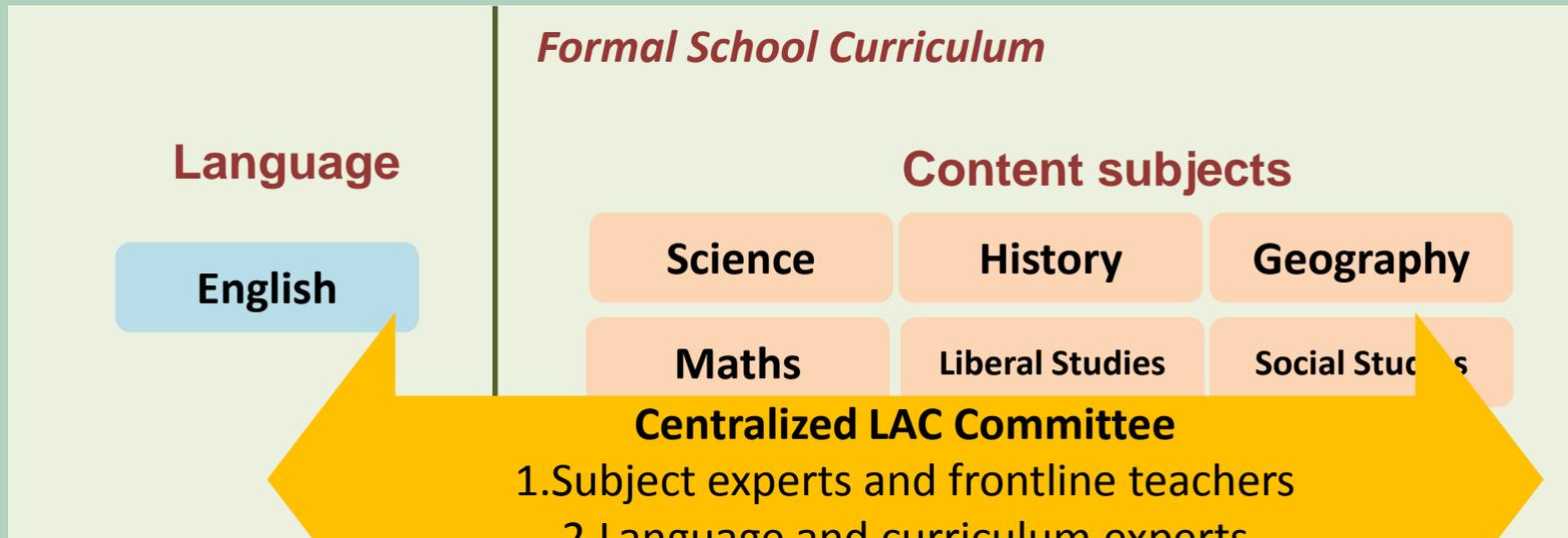
For example: LAC at 'demo-teaching level'



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

For example: A 'full LAC course'



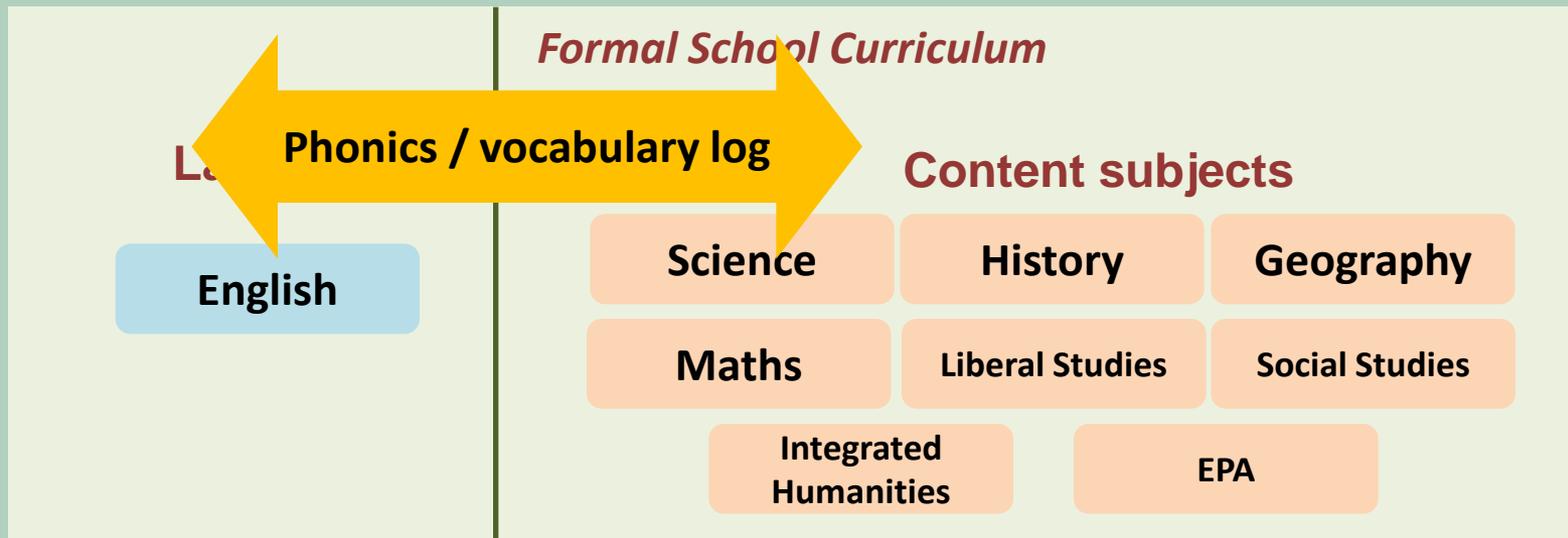
Centralized LAC Committee

1. Subject experts and frontline teachers
2. Language and curriculum experts

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

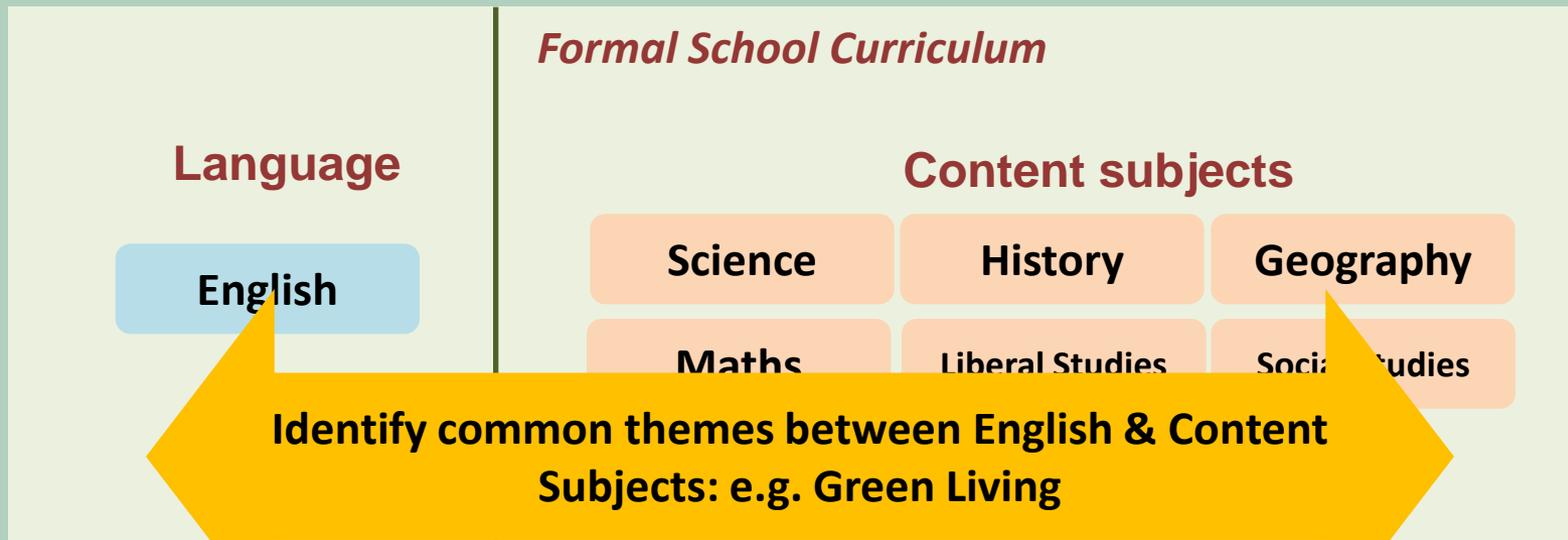
For example: LAC at 'vocabulary level'



Issues to highlight:

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

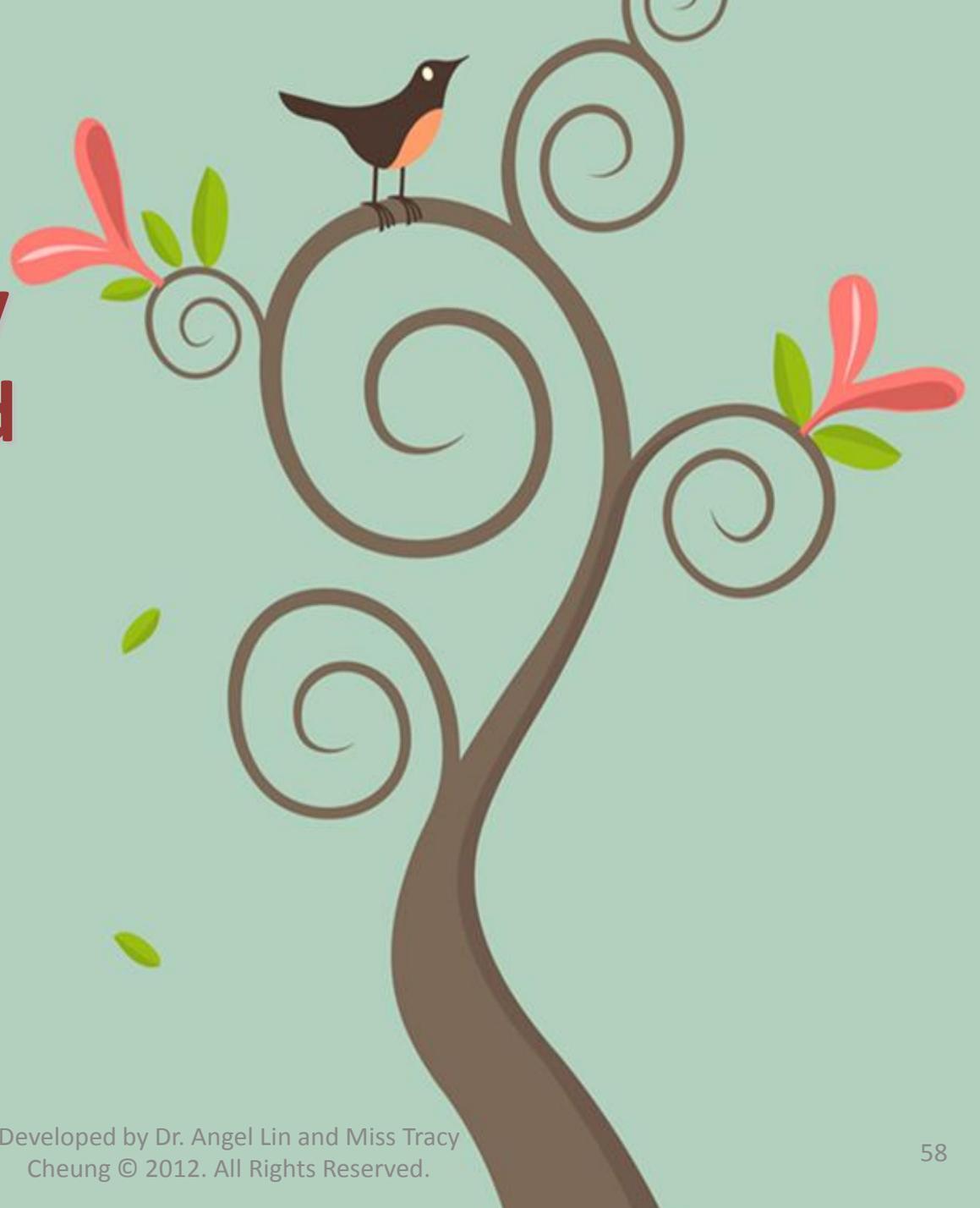
For example: LAC at 'project level'



Issues to highlight:

- Easy to arrange
- Moderate level of collaboration

**“Time to say
goodbye and
move
forward...”**



Possible success factors

- (1) Language ability (both Chinese as well as English)
- (2) Willingness
- (3) Motivation

The students

- (1) A language-rich context
- (2) An encouraging atmosphere
- (3) Collaboration between different departments / teachers
- (4) Provide PD and support to teachers

The schools

- (1) Attitudes towards EMI
- (2) Willingness to be language-aware and content-aware
- (3) Skills in helping students to learn the language of the subjects (e.g language of science / language of history etc.)
- (4) Own English proficiency

The teachers

readiness to have their child learn in the language will benefit their child's learning best

The parents

To foster collaborations: Building a common language

**Metalinguage
(i.e. the language
for talking about
language)**

**LAC
Awareness**

Understanding

**To teach or not to teach English,
that is the question.**

Language Support for Learning Content in English

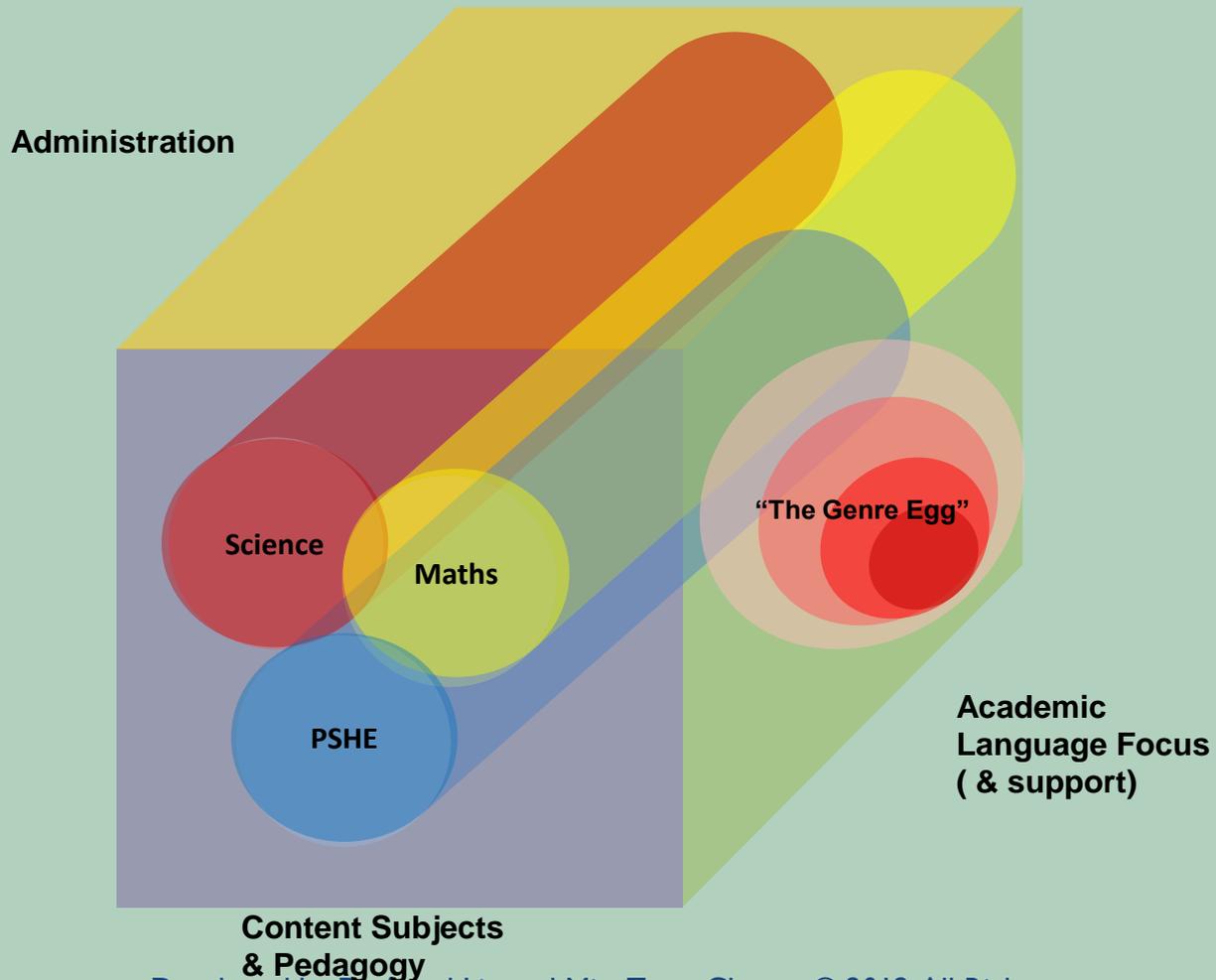
Students with a variety of language proficiencies

- ◆ Learners learning content in their first language
- ◆ Proficient ELLs
- ◆ ELLs with limited proficiency

*Language-
aware*
Content
teachers

*Content-
aware*
Language
teachers

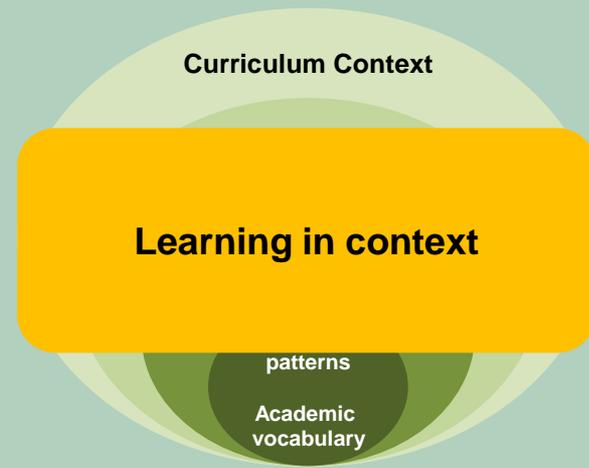
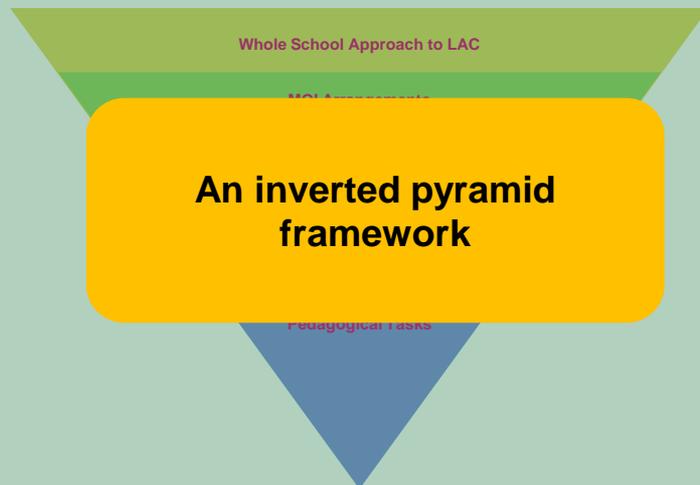
Overall LAC Planning framework



A concluding remark

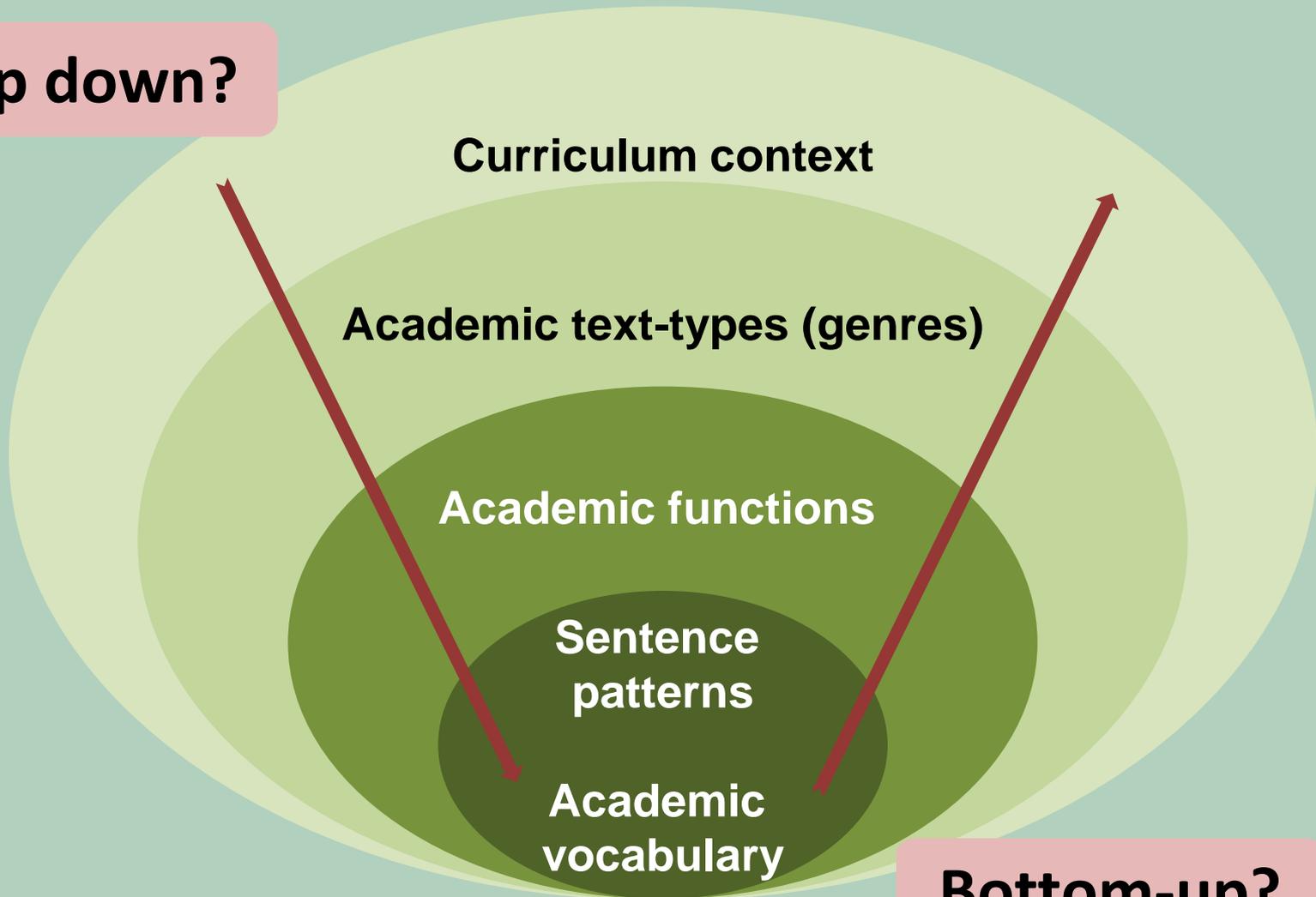
Only learning words in a glossary is not necessarily helpful (as words need to be learnt in context)

Sharing content texts between Content & Language Teachers



Recap: “Genre Egg” – Language Awareness

Top down?



Bottom-up?



Questions that are worth exploring



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