

APPENDIX 5

Involving All EMI Teachers

Some EMI teachers may not be willing to participate in the S4 English programme for various reasons. The following suggestions can be considered when principals or other teachers wish to involve them actively.

Motivation

recognition of the need

All teachers should see the need to be concerned with students' language needs for learning and performing tasks. Panel chairpersons in particular should explain to their teachers the language requirements for EMI. Staff meeting and seminars can help teachers to share the language problems confronted by EMI teachers.

encouragement

It must be made known to all that everybody, including teachers, has the potential to improve his/her language proficiency. Teachers should encourage each other to improve their language and teaching skills as part of their professional development.

Support and resources

language environment

The staffroom should have an environment rich with English, with the staff carrying out daily activities in English, such as

- ♪ using a lot of reading and listening materials which are displayed and in use around the school premises,
- ♪ constant reference to media and ideas and information delivered in English,
- ♪ assignments in partnership with native speakers in teaching or other school activities,
- ♪ plenty of extra-curricular activities conducted in English.

suitable materials, equipment and facilities

Schools should also provide easy access to a range of materials, equipment and other facilities that can enhance teachers' familiarity with English, e.g.

- ^ a good variety of tapes and videos,
- ^ plenty of newspapers, magazines, posters, dictionaries and reference books in English,
- ^ word processing software including CD-Roms for computers,
- ^ useful sets of instructions and proceedings for conducting extra-curricular activities in English.

constant indication of concern

It is important for principals and panel chairpersons to show their concern about the progress of English proficiency development among the staff. Such concern can be shown through

- enquiry, discussion and encouragement
- ensuring that the support and resources are used meaningfully
- records of teacher advancement and performance

Teacher training

courses and seminars

Teachers should be encouraged to participate in all courses and seminars that can enhance their language proficiency and broaden their professional experience and perspective.

staff development days

Teachers can be asked to conduct activities to enhance their language proficiency on staff development days. The theme can be language-loaded and give plenty of exposure and opportunities of language learning to the participants. But even when the theme is irrelevant, good use of language as the medium of delivery and discussion enhances teachers' language skills.

developing the English programme

Teachers should be asked to actively take part in developing the English programme, because, in the course of development, they become more aware of students' language needs and the language (both skills and language items) they can use.

APPENDIX 6

Simplifying the Language of Textbook Materials

To help students to get used to EMI, it is feasible to simplify the language for teaching in the early weeks. The language used in textbooks in particular may need to be simplified. In doing so, teachers are reminded of the following:

- The sentences should not be long. Complex sentences using suppositions and conditionals, a number of adverbial clauses and the passive voice should be avoided at the very beginning of S4.
- The amount of new words should be limited.
- The tenses should be simple and kept to the basic forms.
- Use as much illustration (such as pictures, diagrams, charts, etc) as possible.

Below are 15 examples of simplifying language. They are intended to demonstrate how simpler language can convey concepts clearly. Instead of possibly intriguing a concept with a number of associated concepts in using plenty of technical and complicated language, simple language and straightforward presentation frequently enables students to acquire the concepts one by one in order.

"Text" refers to the original passage extracted from textbooks. "Simplification" refers to the simplified version. The words or phrases in the original text which are removed or replaced are struck out. The words or phrases used to replace the original text are underlined.

Example 1 - Biology

Text:

Biology is a science devoted to the study of living things or organisms. It also includes the study of man.

Biology is a subject that has no limits. No matter how thoroughly and deeply we study animals and plants, there are still mysteries that we will not be able to unravel in our lifetime. Today there are numerous branches of biology.

Simplification:

Biology is ~~a science devoted to~~ the study of living things ~~or organisms~~. It ~~also~~ includes the study of man.

~~Biology~~ It is a broad subject that has no limits. No matter how thoroughly and deeply we study We can study animals and plants for a lifetime , ~~animals and plants, there are still mysteries that we will not be able to unravel and still not answer all the questions. in our lifetime. Today there are numerous branches of biology.~~

Example 2 - Biology

There are many characteristics possessed by living organisms in common. By these characteristics we can distinguish living things from non-living things.

Simplification:

Living organisms have many common characteristics. ~~There are many characteristics possessed by living organisms in common.~~ By ~~these~~ These characteristics help us see the difference between ~~we can distinguish living things from~~ and non-living things.

Example 3 - Mathematics

If you were to try to find the square root of the number of -4, you would have to find a real number a such that
$$a^2 = -4.$$

Simplification:

~~If you were to try~~ To find the square root of the number -4 -, ~~you would have to~~ is the same as finding a real number a such that $a^2 = -4$

Example 4 - Mathematics

Text:

The expression $b^2 - 4ac$ under the radical sign in the formula is called the discriminant and is usually denoted by the symbol Δ (pronounced as delta), ...

Simplification:

~~*The expression $b^2 - 4ac$ under the radical sign in the formula is called the discriminant of the equation. and It is usually denoted by the symbol Δ (pronounced as delta), ...*~~

Example 5 - Mathematics

Text:

A retailer bought a number of glasses for \$48. Two of the glasses were broken in the store, but by selling each of the other glasses \$3 above the original cost per glass, she made a total profit of \$22. How many glasses did she buy and at what price per glass did she sell them?

Simplification:

~~*A ~~retailer~~ shopkeeper bought a number of glasses for \$48. Two of the glasses were broken, ~~in the store, but by selling each of the other glasses \$3 above the original cost per glass, She sold the rest at \$3 more than she paid for it. she~~ She made a total profit of \$22. ~~How many glasses did she buy and at what price per glass did she sell them?~~ Find*~~

- a) the number of glasses she bought
- b) the selling price for each glass.

Example 6 - Mathematics

Text:

In what ratio must a chemist mix two solutions of a certain chemical which cost him \$90 and \$135 a litre respectively, so that by selling the mixture at \$150 a litre, he may make 25% profit on his outlay?

Simplification:

Solutions A and B each cost \$90 and \$135 a litre. The chemist mixes the two solutions in a certain ratio. Find the ratio if he wants to make 25% profit by selling the mixture at \$150 a litre.

Example 7 - Physics

Light beams are usually not visible. The ones which can be seen shining through clouds or passing from film projectors onto cinema screens are visible because air contains particles of dust, mist or smoke. These particles reflect the light from the beam into the observer's eyes. So it is the particles which are being seen rather than the light beam itself.

Simplification:

~~Light beams are usually not seldom visible. The ones which can be seen shining~~ But we are able to see light beams through clouds or ~~passing~~ from film projectors onto cinema screens. ~~are visible~~ This is because air contains particles of dust, mist or smoke. These particles reflect the light from the beam ~~into the observer's eyes into our eyes~~. ~~So it is~~ We see the particles ~~which are being seen~~ rather than the light beam itself.

Example 8 - Physics

The acceleration of an object is directly proportional to, and in the same direction as, the unbalanced force acting on it, and inversely proportional to the mass of the object.

Simplification:

The acceleration of an object is

*directly proportional to the unbalanced force acting on it
in the same direction as the unbalanced force acting on it
inversely proportional to its mass*

Example 9 - Physics

Text

The tendency of an object to maintain its state of uniform motion is called inertia. Inertia is possessed by an object with mass. More precisely, mass is a measure of the inertia of the object. The greater the mass of an object, the more reluctant is the object to change its state of uniform motion.

Simplification:

The Inertia is the tendency of an object to maintain its state of uniform motion is called inertia. Inertia is possessed by an object with mass. More precisely, mass is a measure of the inertia of the object. The mass of an object is a measure of its inertia. The the greater the mass of an object, the more reluctant is the object to change its state of uniform motion. the harder it is to change its state of motion and the greater its inertia.

Example 10 - Economics

Text

... We have a want for something whenever we desire it. It does not matter if we lack the means of satisfying our desire. ... Generally, we are said to have a demand for something only if we both desire it and have the means of satisfying our desire.

Simplification:

... We have a want for something whenever we desire it. ~~It does not matter if we lack the means of satisfying our desire.~~ The desire may not be satisfied. ... Generally, we ~~are said to have say there is~~ a demand for something only if ~~we both desire it and have~~ there is both the desire and the means of satisfying our desire to satisfy it.

Example 11 - Geography

A school, the MTR and an air-conditioner are common types of system. Each is made up of several things called components. There are linkages or connections between the components so that the system operates in some definite way as a whole.

A system must have inputs to make it work. Energy is an essential input. This is the driving force which makes possible the flow or movement of materials through the system. Processes operate in a system which result in certain outputs.

Let us look at a stream system. Some of its inputs are rain water and sediment. The processes operating in this system are erosional (wearing away the land) and depositional (building up the land). Examples of outputs are water and sediment.

Simplification:

~~A school, the MTR and an air conditioner are common types of system. A school is a system. So is an MTR and an air conditioner. Each system is made up of several things parts called components. There are linkages or connections between the components. The components are linked so that the system operates works in some definite way as a whole.~~

A system must have input to make it work. Energy is an essential input. ~~This is the driving force which makes possible~~ It enables the ~~flow or~~ movement of materials through the system. Processes ~~operate work~~ in a system and ~~which~~ result in certain output. Let us look at a stream system. Some of its inputs are rain water and sediment. The processes ~~operating~~ in this system are ~~erosional~~ erosion (wearing away the land) and depositional deposition (building up the land). Examples of outputs are water and sediment.

Example 12 - Chemistry

Text:

A more accurate method of comparing the strengths of acids or bases is to measure the pH of solutions of the same concentration. Comparing acids, the solution with the lower pH has the higher concentration of hydrogen ions and is the stronger acid. Comparing bases, the solution with the higher pH has the lower concentration of hydrogen ions and the higher concentration of hydroxide ions and is the stronger base. To measure pH an instrument called a pH meter is used.

Simplification:

~~A more accurate method of comparing~~ To compare the strengths of acids or bases, ~~is to we can~~ measure the pH of solutions of the same concentration. Comparing For acids, the solution one

with the lower pH ~~has the~~ (higher concentration of hydrogen ions) ~~and~~ is the stronger acid. ~~Comparing~~ For bases, the ~~solution one~~ with the higher pH ~~has the~~ (lower concentration of hydrogen ions) ~~and the higher concentration of hydroxide ions~~ ~~and~~ is the stronger base. The instrument used to measure pH ~~an instrument is~~ a pH meter. ~~is used.~~

Example 13 - Chemistry

Text:

Hydrocarbons are organic compounds. To start with, it was only compounds that are found in plant and animal materials that were called organic compounds, e.g. sugars, fats and proteins. All these compounds contain carbon. Now, the term organic compound is used for all carbon compounds¹, whether they can be obtained from plants and animals or have to be made in a laboratory. Simple compounds like carbon dioxide and carbonates are not usually included with organic compounds. Most organic compounds are covalent, but the salts of organic acids have ionic bonds.

Simplification:

~~Hydrocarbons are organic compounds. To start with, it was~~ In the past, ~~only compounds that are found in plant and animal materials that were called organic compounds, e.g. sugars, fats and proteins. All these compounds contain carbon. Now, the term organic compound is used for all carbon compounds¹, whether they can be obtained from plants and animals or have to be made in a laboratory.~~ are man-made or obtained from nature. ~~Simple compounds like carbon dioxide and carbonates are not usually included with organic compounds. Most organic compounds are covalent, but the salts of organic acids have ionic bonds.~~ Hydrocarbons are examples of organic compounds.

¹ Carbon dioxide and carbonates are not usually called organic compounds.

(Note: The concept "Most organic compounds are covalent, but the salts of organic acids have ionic bonds" will not be introduced here to avoid bringing in too many concepts at one time.)

Example 14 - History

Text

The Congress of Aix-la-Chapelle seemed to be a success. However, a split was already forming between Britain and Russia. Tsar Alexander I proposed the formation of a permanent international army in Europe to put down any revolution which broke out. He also proposed sending troops to help Spain against its rebellious South American colonies. Lord Castlereagh of Britain opposed all these suggestions and insisted that the purpose of the alliance was not joint intervention in the affairs of the other states. he was supported by Prince Metternich of Austria and no action was taken.

Simplification:

The Congress of Aix-la-Chapelle seemed to be a success. ~~However, a split was already forming~~ But there were already differences between Britain and Russia. Tsar Alexander I ~~proposed the formation of~~ suggested forming a permanent international army in Europe to put down any revolution ~~which broke out~~. At this time, Spain had trouble with its colonies in South America. ~~He also proposed sending~~ The Tsar suggested they should send troops to help Spain fight against its ~~rebellious South American colonies~~ rebels. Lord Castlereagh of Britain ~~opposed all these suggestions~~ was against all these. ~~and He insisted that the purpose of the alliance was not joint intervention in~~ should not be involved with the affairs of the

other states. ~~He was supported by~~ Prince Metternich of Austria supported Britain and no action was taken.

Example 15 - Computer Studies

Text:

The technique of outlining and refining problem solutions can be used to break down a complex problem into more manageable subtasks (algorithm steps) that can be solved individually.

Simplification:

To solve a complex problem, we can break it down into subtasks (algorithm steps). This technique is called outlining and refining problem solutions.

To further illustrate the above, teachers may use the following as an illustration. In order to write the computer programme that will produce the picture on the left, students may break down the picture into its composite parts.

APPENDIX 7

Curriculum Adjustment

Curriculum adjustment at S4 level may not be feasible for the subjects that have a curriculum based on a clear progressive framework of development from the simple to the complex, and from the more obvious to the less obvious. For these subjects, curriculum adjustment can be carried out only in minor ways of deferring the introduction of a few terminologies, reducing the number of examples if possible, or extending the explanation and application of new concepts.

Where flexibility is allowed, curriculum tailoring can be carried out in the following way:

- Start with what is basic and familiar to the students, such as revising what has been learned at S1-3.
- Start with the topics and areas that use language already taught at the S1-3 levels.
- Progress slowly with controlled language use and a lot of illustration.
- Teach the study skills together with the subject contents.

Below are five examples of how this can be done

Example 1 - English Language

A suggested re-ordering of the teaching items may be as follows

Unit	Language Items		Text-types	
	Original Sequence	New sequence	Original sequence	New sequence
1	modals although, but, in spite of	simple present tense (including passives) imperatives first, secondly, ... finally	description	instructions
2	simple present tense present continuous tense comparisons	simple past tense (including passives) connectives of time	dialogue	report
3	simple past tense past continuous tense connectives of time	word families so that, in order to	narrative with surprise ending	expository writing
4	passives uncountable nouns	conditionals	narrative	letter to the editor
5	present perfect tense present perfect continuous	because, owing to, the reason for	letter to the editor	argumentative essay
6	future continuous tense connectives	infinitives with and without to	advertising brochure	letter of complaint
7	gerunds used to so that, in order to	may be, could be, might uncountable nouns	letter of complaint	leaflet
8	infinitives with and without to	present continuous tense	story with dialogue	character description
9	conditionals	gerunds used to	leaflet	narrative
10	because, owing to, the reason for	present perfect tense	book review	book review
11	direct speech reported speech	direct speech reported speech	character description	advertising brochure
12	may be, could be, might be	future continuous tense	argumentative writing	story with surprise ending

Example 2 - Computer Studies

e.g. *Information Processing*
 Computer Programming

Teachers may teach the topic "*Computer Programming*" before "*Information Processing*" as the former makes less language demands on the students so that students may have time to catch up with more language.

Example 3 - Computer Studies

e.g. *Data Processing Systems*

In teaching *Data Processing Systems*, many textbooks use examples of the stock control system and the staff salary administration system. Students find it difficult to understand the operation of such systems. Since examples taken from everyday life related to students' past experience help students acquire concepts more effectively, it may be a good idea to use the library system or school report system instead as examples since students are familiar with their formats and functions.

Example 4 - History

e.g. *China from the Self-strengthening Movement to the May Fourth Movement*

Students have learnt these topics in Chinese History in S1-3 and will be familiar with the concepts and information. Efforts can then be focused on the acquisition of the relevant language.

Example 5 - Physics

e.g. *Electromagnetic spectrum*

In teaching the topic, *Electromagnetic spectrum*, teachers often refer to the use of microwaves in satellite communications. While this is an interesting example to illustrate the application of microwaves, students should only be required to understand the information and not necessarily to reproduce it.

APPENDIX 8

Examples of Integrated Tasks

Suggestion is given here to teach, provide practice and use of the language skills and items across the EMI subjects integratively and purposefully.

Each task is integrative in the following ways :

- § concerning at least two subjects
- § requiring use of various cognitive and study skills integratively
- § involving use of reading, listening, speaking and writing skills integratively
- § involving more than one text-type
- § developing students' knowledge framework holistically

7 task examples of how this is done are given below.

In the design and operation of these task examples, partnership and coordination among the EMI teachers and English Language teachers is crucial. It is also important that the teaching plans are made flexible to accommodate the needs of the tasks.

The role of the English Language teacher here is to teach and provide practice of the necessary skills, text-types, sentence structures and word families related to the topic under focus. There is no need for the English Language teacher to be very familiar with the topics.

The role of the subject teacher is to teach the subject matter and provide meaningful opportunities to use the skills, text-types, sentence patterns and words in meaningful contexts. It may be necessary for the subject teacher to assess the outcome of the tasks and give comment to the students on their final product.

Most of the task examples below can be completed within a week or so. Some may require a longer period of time and perhaps extend over a few weeks. Teachers should use their discretion in scheduling such tasks for maximum effectiveness. They need to consider their students' abilities, the teaching plan of the subject(s) involved and the amount of skills and language used for completing the task. If a task is complicated and takes a long time to complete, but its effectiveness is low, this task should not be used.

Teachers are encouraged to design their own integrated tasks. Once they are familiar with the method, the tasks they design for their students will be most meaningful. The task examples below are designed for illustrative purposes only.

Task Example 1 Preparing for and reporting on a science experiment

STEPS	ENGLISH LANGUAGE	SCIENCE
1	agree with the science teacher on the text-types to be used, and whether the note form or full sentences should be used	agree with the English teacher on the text-types, and format of the plan and the report
2	teach the text-types of a plan and a report, asking students to fill in the details with information gathered during science lessons	/
3	/	ask students to prepare the plan and report
4	/	check the contents of the plan and report
5	check students' use of the plan and report formats	/
6	/	give an overall evaluation to each report

Task Example 2 - Solving a mathematical problem that involves a few topics (such as designing a room for a young boy with specific needs and a supply of wall papers with longitudinal designs of patterns, tiles of triangular shape, some round furniture, etc)

STEPS	ENGLISH LANGUAGE	MATHEMATICS
1	teach students the sentence patterns for explaining the nature and situation of a problem, including the description of a hypothetical case using "if ...", "suppose ...", "consider ...", etc	/
2		ask students to work in groups to a) identify the problem's requirements to each other b) suggest possible solutions c) compare the solutions suggested by different groups
3	ask students to record, report back or describe their final solution in the form of an oral report or story, perhaps with the help of a dictionary and reference materials	/
4	ask students to describe the experience in simple narrative, as oral or written work	ask students to present their solutions and assess them

Task Example 3 - Presenting a view on a social issue

STEPS	EPA	ENGLISH LANGUAGE
1	describe the social issue	teach the format of expository essay
2	ask students to collect information and ideas and compile them into a table	/
3	ask students to share their findings in groups	ask students to describe their initial views in simple expository writing
4	/	teach the use of cohesive and argumentative devices, including juxtapositions, reasoning, justifications and illustrations
5	ask students to draft essays according to requirements of the question	/
6	/	ask students to read to each other their draft essay and solicit comments and suggestions as oral work
7	ask students to compare the conclusions of their essays	/
8	/	help students to finalise their drafts
9	ask students to submit their essays and evaluate them with comments	/

Task Example 4 - Causes and consequences of a historical event

STEPS	ENGLISH	HISTORY	EPA
1	teach the format of expository writing, using paragraph structures, linking words, statements of cause & effect, etc	/	/
2	ask students to collect information & ideas on the event and keep notes to prepare for essay	teach a historical event, including its causes & consequences, and help students draw up a time-line of related incidents	teach the political/social/cultural implications of a similar contemporary issue, and help students list the implications
3	ask students in groups to write up a plan according to requirements of the question	ask students in groups to compare the event with the contemporary issue	/
4	/	ask students to exchange draft essays for discussion	/
5	help students write up their individual essays	ask students to write their individual essays	/
6	/	ask students to hand in their essays and give comments on these essays	/

Task Example 5 - Justifying a town planning project with consideration of the environmental needs of Hong Kong

STEPS	ENGLISH	GEOGRAPHY	EPA
1	teach the format of argumentative essays, using paragraphs, cause/effect, linking words, etc.	/	familiarise students with the concept that every case has pros and cons
2	ask students to collect information & ideas	help students find the location on a map and find out about its physical & ecological setting	explain the housing provision and role of town planning in a modern society
3	/	ask students to identify the features involving environmental concern	help students develop concept to include homes, work places, markets, schools, clinics, shops, banks, transportation, etc
4	/	teach the plan of a town planning project	ask students to draw up the plan
5	ask students to describe their plans and comment on each other's plans	comment on the plans ^{*1}	comment on the plans ^{*1}
6	help students finalise their essays	evaluate the essays ^{*2}	

NOTES

- *1. *The Geography and EPA teachers can comment on different reports. They can also, knowingly to all the parties concerned, give different comments for different reasons.*
- * 2. *Teachers should decide among themselves as to who should be marking these essays.*

Task Example 6 - Arguing against and/or in defence of the development of a golf club in Sai Kung

STEPS	ENGLISH	GEOGRAPHY	ECON / EPA	BIOLOGY
1	teach the format of debate/argumentative writing, using paragraph structures, linkage words, etc	/	ask students to collect information & ideas, and keep notes	/
2	/	help students locate the site on a map and find out about its physical & ecological setting	explain the cost-effective-ness of club services and a golf course	explain the ecological changes caused by the development of a club
3	/	ask students to describe the neighbourhood of the land ^{*1} and give views on the issue	help students compare the investment value of a golf club and homes	explain the benefits of exercises to the human body
4	ask students to discuss their arguments	ask students to decide on their stand for or against the club	ask students to list the pros and cons	compare the possible alternatives of keeping fit
5	/	comment on students' views ^{*2}	comment on students' views ^{*2}	comment on students' views ^{*2}
6	help students finalise their essays	/	evaluate essays ^{*3}	/

NOTES

- ^{*1} Students should try to assume different roles: as a resident in the area, a land developer hoping to build homes in the area, a government official in the town planning department, an environmentalist, etc.
- ^{*2} Students' views against or for the golf club should be formed by now. The Geography and EPA teachers can comment on different reports. They can also, knowingly to all the parties concerned, give different comments for different

reasons.

Teachers should decide among themselves as to who should be marking these essays.

Task Example 7 - Letter to a consumer explaining why a certain food product needs to be banned due to nutritional/health reasons (in response to complaints and requests from the food manufacturers concerned)

STEPS	CHEMISTRY	ENGLISH	EPA	BIOLOGY
1	explain the common food manufacturing processes and how chemicals can do harm to health	teach the format of letters responding to complaints, requests & queries	explain the importance of food manufacturing in modern society	explain the importance of diet, and how diseases are transmitted in the food manufacturing process ¹
2	show how to adjust food manufacturing processes to remedy a problem	ensure students know how to take notes in simple language ²	give examples of food manufacturing problems/solutions	/
3	ask students to suggest solution to the issue under focus	ask students to give justifications to ban the product	explain the loss caused by a ban	suggest replacement for the banned food
7	/	ask students in groups to draw a conclusion ³	help students choose the best solution ⁴	/
8	comment on students' views and reasons ⁵	help students draft the response letter ⁶	comment on students' views ⁵	comment on students' views ⁵
9	/	help students finalise their letters	/	/
10	collect and evaluate the letters ⁷	/	/	/

NOTES:

- *1 This should include transmission from plants and animals to the human body.*
- *2 Notes should be taken systematically to cover 3 areas: food manufacturing process, measures to ensure that the food product is beneficial to its consumers, measures when there is a fault with the food manufacturing process
Consideration should be given to the needs to ban the food until its negative consequences are all removed.*
- *4 Consideration should be given to the moral obligation of businessmen, our legal system, consumer rights, etc.*
- *5 The EPA, Chemistry and Biology (or Human Biology) teachers can comment on different reports. They can also, knowingly to all the parties concerned, give different comments for different reasons.*
- *6 The draft letter should give recognition to the problem and give due consideration to the complaint and request letters received.*
- *7 Teachers can decide among themselves as to who should be marking these essays.*

APPENDIX 9

Suggested Language for Instruction

The suggestions below are intended to increase teachers' awareness of their language use in teaching situations, help them start choosing the more appropriate language and strategies, and give them a direction at the initial stage of the S4 English programme in reducing the language demands on their new EMI students.

TEACHING STRATEGIES

Simple English

- generally remember that simple language can be expressive and fully effective, that the complexity of language use has no relation with the standard of language abilities. (*In fact most people have discovered that the fluent speakers use simpler language than the less fluent speakers.*)
- keep to simple and short sentences as far as possible, breaking up long and complex sentences into short simple sentences
- use the simple and common words as far as possible, replacing the difficult words with synonyms, simple phrases or short sentences
- give clear instructions, preferably in short sentences

Clear explanation

- explain the learning objective in every lesson
- emphasize the key concept by writing it on the blackboard, and referring to textbook or notes if suitable

revise the key concept regularly
teach systematically, step by step
use prompts as far as possible, such as oral instructions,
gestural cues, modelling, etc
use examples, preferably in the form of familiar objects and
experiences

Repetitions and illustrations

- repeat slowly whenever necessary
- use illustrations (pictures, objects, etc) to explain meaning

Ensure understanding

- ask students to jot down main points
- ask students whether they understand
- use questions to probe students' depth of understanding
- check whether students follow in the notes and/or textbook

Consolidation and extension

- provide sufficient exercises, preferably in the form of tasks related to daily life
- use a variety of referencing skills for consolidating and extending knowledge
- recapitulate the major contents of the previous lesson in a simple way, and show the connection of the previous lesson with the new lesson
- assign major tasks or project work after teaching each major topic or a reasonable length of time; such major tasks or project work can be holiday assignments and involve the application of both knowledge and skills

INSTRUCTIONAL LANGUAGE TO BE INCREASED BY STAGES

The following list is by no means exhaustive or directive. It is only intended to point out to EMI teachers :

- I some of the common instructional language used across the subjects
- II that the range of instructional language commonly used by EMI teachers is big
- III that there is an actual need to reduce the range of instructional language for the new EMI students until they are adequately prepared for EMI
- IV a direction for starting off with less and increasing the complexity of their instructional language by stages

The division of three stages below is arbitrary and subject to changes according to each teacher's preference. The time suitable for each stage depends on the teacher's preference and students' progress.

Stage 1

- Calculate ...
- Complete ...
- Describe / Give an account of ...
- Discuss ...
- Draw and label/shade ...
- Draw a line/diagram to show ...
- Explain (briefly) why / Trace and explain ...
- Find ...
- Give reasons for / Account for ...
- List ...
- Name ...
- Refer to ...

Stage 2

- Classify ...
- Compare (and contrast) ...
- Consider ...
- Draw a list of ...
- Examine ...

Express ... in ...
Illustrate/Support your answer with ...
Simplify ...
Suggest ...
Summarize ...
Study ...
Using ... show/illustrate
With reference to / Based on / According to

Stage 3

Analyse and comment on ...
Construct ...
Define ...
Demonstrate ...
Distinguish ...
Estimate ...
Evaluate ...
Identify ...
In what ways ...
State/Specify the reasons/functions/conditions of .
Suppose that / Given that / If / Assume that / Let
To what extent / How far ...
Under what conditions/circumstances ...