



**Medium of Instruction for
Secondary Schools –**

*Sharing Session on
Sustaining Experience to
Move Forward*

30th November, 2013

Hong Kong



Implementing Language Across the Curriculum – School-based Perspectives

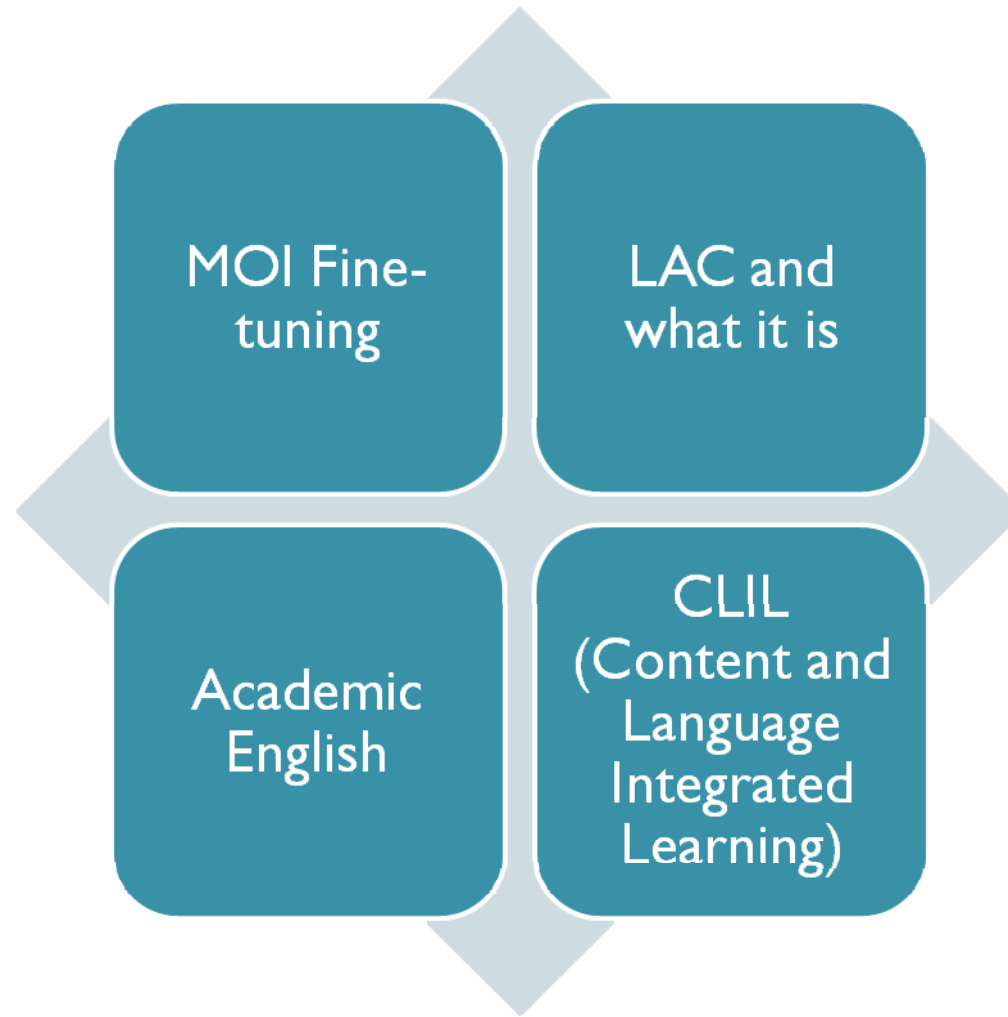
TODAY – 2 parts

- A.** 1. *General introduction (Dr. Evelyn Man)*
2. *Perspectives from 3 teachers of a participating school (Mr. K. W. Leung, Mr. K.H. Wong and Ms. Y.H. Lee of TWGH Mrs. Wu York Yu Memorial College)*
3. *Summary and Evaluation from Post-course Support (Dr. Edward Woo & Dr. Valerie Yip)*
4. *Q and A*

Break

- B.** *Parallel Experience Sharing Sessions on different KLAs with some participating schools*

Background / Objectives



What is “*Language Across the Curriculum*”?

- Enhancing both **academic language awareness** and **academic content awareness**

**Language Across
the Curriculum**



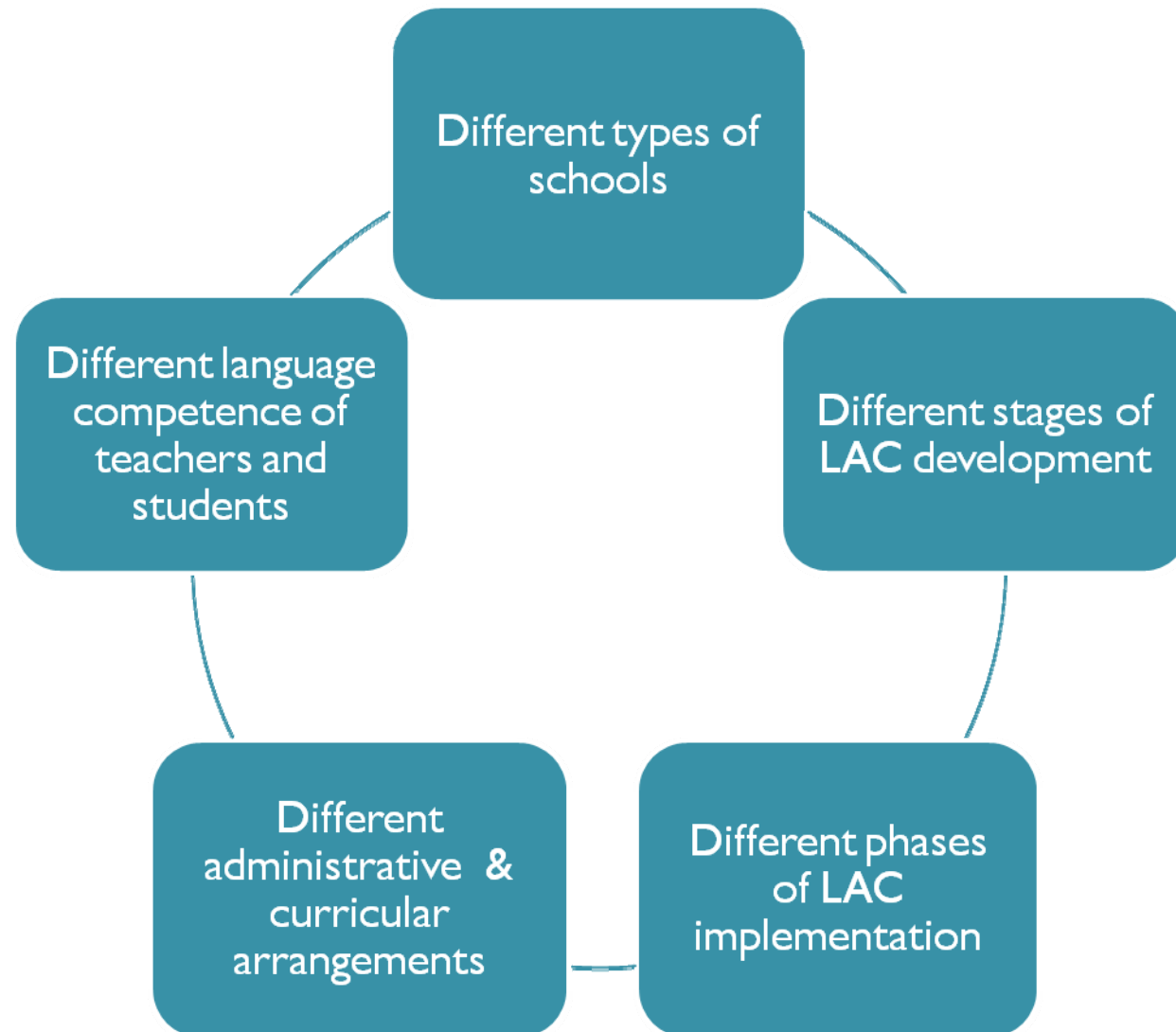
**Academic
Language
Awareness**





**Academic
Content
Awareness**

**Building bridges for students to learn
texts in English in the content areas**

Implementing LAC – some observations



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- Different types of in-service professional teacher development programmes offered by different tertiary institutions – different focus
 - From “Training of Resource Persons in Implementing LAC” Programme to subject-specific teacher development programmes., e.g. in science, mathematics, PSHE etc. Other subjects such as Technology Education, Physical Education involved also.



The 5-day In-service Professional Development Programme on “Training of Resource Persons in Implementing LAC in the English Medium”

Objectives – have lang. objectives, improve materials, develop good practices & policies

Arrangements – a 5-day course, LAC team, peer learning & mentoring

Post-course Support (10 hrs) – school-based needs and concerns, evaluate action plan

Training of Resource Persons in Implementing Language Across the Curriculum (LAC) in the English Medium: The Course Framework

The Course

Admin.
Level

Day 1
Intro.

Day 5
Action
Planning

Pedagogical
Level

Understanding LAC skills and strategies through different KLAs

Day 2
Understanding
LAC skills and
strategies
through KLAs
(Science)

Day 3
Understanding
LAC skills and
strategies
through KLAs
(Maths)

Day 4
Understanding
LAC skills and
strategies
through KLAs
(Integrating
Perspectives)
(PSHE)



Phases of Implementation

- The Start-up Phase
- The Development Phase
- The Consolidation Phase
- The Maturity Phase



The P-I-E Model – some post-course support observations

- Planning – provide suggestions on school-based needs and concerns, identify problems and propose solutions
- Implementation – observe lessons and provide feedback
- Evaluation – evaluate implementation of the school-based plan

- Action Plan
- Teachers' Life-long Learning & Continuing Professional Development

- From LAC to TAC – for both teachers and students



Issues and observations in LAC Implementation

- Administrative Arrangements
- Language Awareness
- Collaboration Among Teachers
- Curriculum Mapping and Cross-curricular Planning
- Support Measures
- Other Areas

- ***Sustaining Experience to Move Forward***
 - *Example from TWGH Mrs. Wu York Yu Memorial College*



Implementing Language Across the Curriculum: School-based perspectives

Summary and Evaluation



Administrative Arrangements

- Language across the Curriculum plan derived from the Whole-school Language Plan
- LAC plan as one of the major concerns in the School Development Plan or Annual School Plan



Administrative Arrangements

- LAC committee set up
- Chaired by
 - ✓ Principal
 - ✓ VP
 - ✓ English Panel Head
 - ✓ Content Subject Panel Head
 - ✓ LAC coordinator



Administrative Arrangements

- Professional development strategies
- Training programmes
- Sharing sessions
- Co-lesson planning
- Lesson observation
- Support from EDB and higher institutions
- Visit to other schools
- (other collaboration strategies)



Administrative Arrangements

- Additional resources
- ✓ Teaching Assistant
- ✓ Financing support on LAC programmes and activities
- ✓ Workload adjustment
- ✓ Co-lesson planning period



Language Awareness

- The need to integrate language learning with content subject learning
- ✓ All KLAs
- ✓ Those involved in the LAC programme
- ✓ The resource persons
- ✓ Front-line teachers
- ✓ Panel chairs




Language Awareness

- Specific “LAC” lessons
- Language objectives in lesson plan
- Language strategies in lesson plan
- Opportunities in lessons for students to learn/apply language strategies in order to scaffold their content learning
- Assignments and assessments able to evaluate both students’ language ability and content learning



Collaboration among Teachers

- Depends on the establishment of a strong team of LAC teachers
- On day-to-day teaching:
 - Collaboration within department
(e.g. co-planning sessions, material circulation, informal chats)
 - Collaboration between departments
(e.g. between paired-up teachers, communication via form coordinators or subject representative in the LAC team)
- On other measures to enhance learning through the use of English



Curriculum Mapping and Cross-curricular Planning

- Different levels:
 - horizontal mapping
 - vertical mapping
 - cross-curricular
 - ~ topic-to-topic (identify different components in common for different subject disciplines, e.g. vocabulary and text types)
 - ~ less on spiral learning



Support Measures for Teachers

- Timetabling: co-planning sessions and lesson observation
- Training: school-based, EDB, etc.
- Financial support
- Review of materials by different departments



Support Measures for Students

- Physical environment (such as the English Corner)
- Language-rich display around the campus
- E-learning platform
- Vocabulary book
- English-speaking ECA....