

Implementing LAC in PSHE KLA

*Teaching at word, sentence & paragraph levels
to reveal PSHE text-types through collaboration
between PSHE and Language teachers*

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Teaching PSHE KLA in the English Medium within the Formal School Curriculum

Formal School Curriculum

Language

English

PSHE KLA Content Subjects

Economics

History

Geography

**Social
Studies**

Liberal Studies

Integrated Humanities

Whenever possible, seek support and advice from English language teachers.

All English language teachers have to become content aware teachers.

Content subject teachers teaching content awareness through raising language awareness to enable and to improve students' learning content knowledge via English as their second language.

All PSHE teachers have to become language aware teachers.

Of course, there is also the Informal School Curriculum that may cater for the 25% of ELA or through other ECA.

Some Suggested Models of Language Across PSHE (LA-PSHE)

(Ideas originated from Dr. Angel Lin & Ms Tracy Cheung, modified by Dr. Tammy Kwan, FoEd, HKU)

Model 1: teaching **word /vocabulary** (by individual PSHE content subject teachers)

Model 2: dealing with **sentences** (by individual PSHE content subject teachers or collaborating with English teachers)

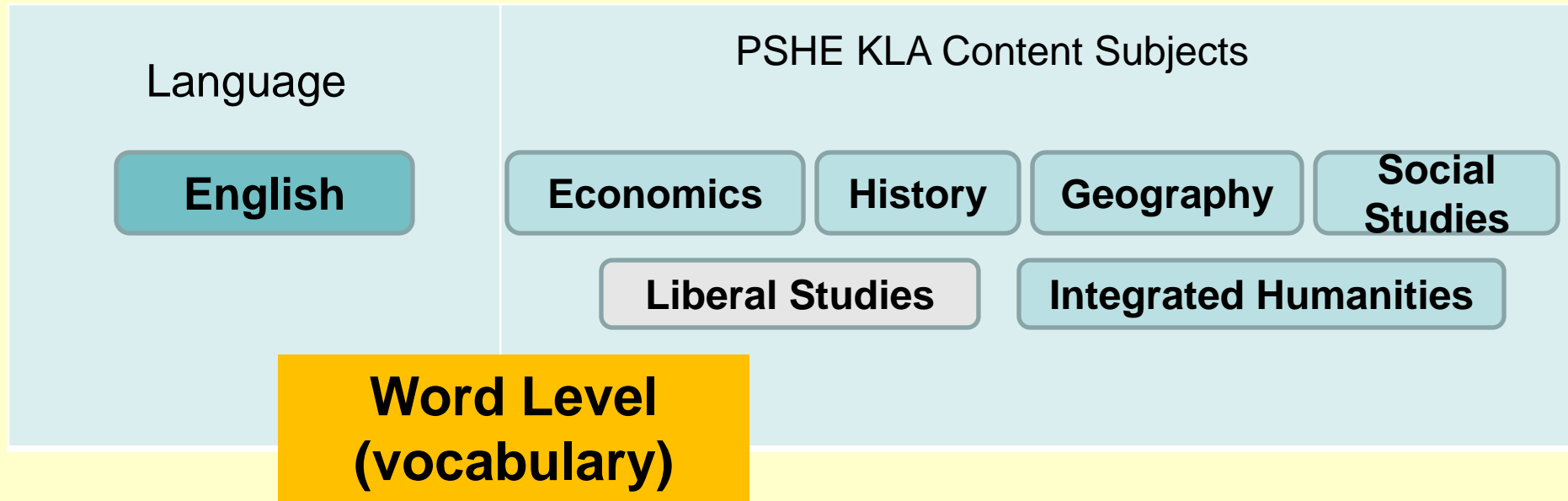
Model 3: teaching to understand **paragraph** (by individual PSHE content subject teachers or getting support from English teachers)

Model 4: Individual or groups of PSHE Subject Teachers **working together** with English Teachers

Model 5: **Co-ordinated** LA-PSHE course/ curriculum within the whole school context

Model 1: teaching **word /vocabulary** (by individual PSHE content subject teacher)

Formal School Curriculum



EG1 - Positive and Negative Words commonly used in PSHE subjects

Positive Words	Negative Words
Advantage	Disadvantage
Benefit	Problem / Drawback
Pros	Cons
Strengths	Weaknesses
Plus	Minus
Good	Bad
Gain	Loss
Increase	Decrease
Opportunity	Threat

Acknowledgement is extended to Mr Eddie Wong, Geography and IH panel of Shun Lee Catholic Secondary School

EG2: DESCRIBING TRENDS PART I

Here is a list of words and phrases used to describe increase and decrease. Put the following words in the appropriate columns.

grow	fall	decline	raise	drop
rise	shrink	go up	reduce	lower
go down	improve	peak	deteriorate	boost

INCREASE	DECREASE
Grow Raise Rise Go up Improve Peak Boost	Fall Decline Drop Shrink Reduce Lower Go down Deteriorate

D I C T I O N A R Y S K I L L S

1. There is a *sharp decline* in the population of Hong Kong.

decline

(i). verb

to gradually become less, worse, or lower:

His interest in the project declined after his wife died.

(ii). noun

when something becomes less in amount, importance, quality or strength: *a decline **in** the number of unemployed*

2. There is a *slight growth* in the number of students.

Part of speech of the word "growth": **noun**

Fill in the table below using the dictionary.

INFINITIVE	VERB	NOUN	INFINITIVE	VERB	NOUN
Grow	grow	growth	Reduce	reduce	reduction
Fall	fall	fall	Lower	lower	-
Decline	decline	decline	Improve	improve	improvement
Raise	raise	-	Peak	peak	peak
Drop	drop	drop	Deteriorate	deteriorate	deterioration
Rise	rise	rise	Boost	boost	booster
Shrink	shrink	shrinkage			

ADJECTIVES AND ADVERBS

Adjectives such as "sharp", "slight" and adverbs such as "sharply" and "slightly" give information about the trends or figures. Fill in the blanks below.

1a There is a **sharp** decline in the population of Hong Kong.

1b The population declines sharply.

2a There is a **slight** growth in the number of students.

2b The number of students grows slightly.

3a There is a **steady** rise in the number of visitors.

3b The number of visitors rises steadily.

Exercise 3 For each sentence mark the correct letter A-H.

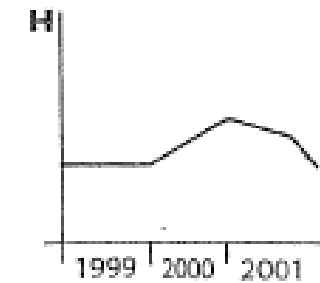
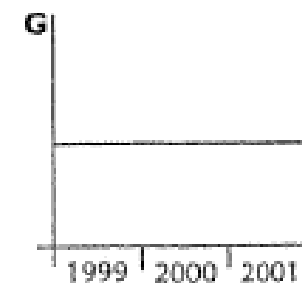
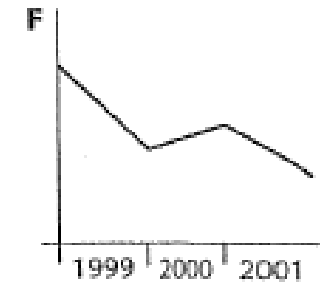
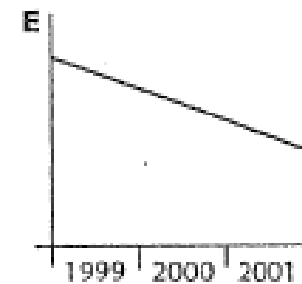
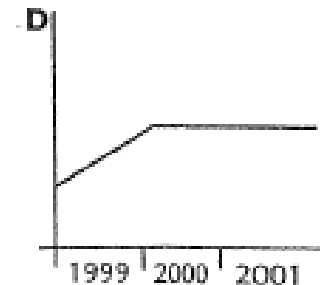
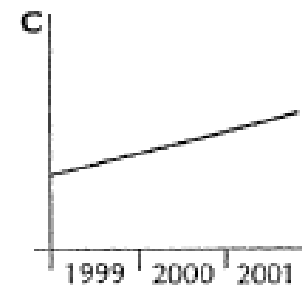
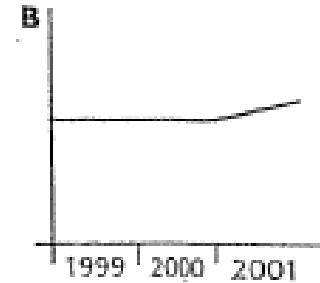
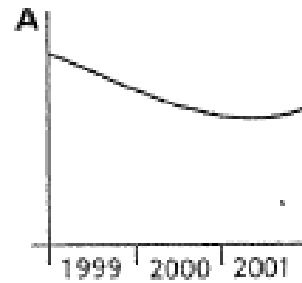
1 After a sharp drop in 1999, orders recovered for 12 months and then fell again in 2001. **F**

2 Orders rose sharply in 2000 but peaked at the end of the year and then fell back to their 1999 levels. **H**

3 Orders remained steady between 1999 and 2001. **G**

4 The order books showed strong growth throughout the three year period. **C**

5 After decreasing steadily for two years, orders finally leveled off and began a recovery in 2001. **A**



EG3 - Teaching Meiji Modernization, Imperial Japan

The **Imperial Rescript on Education** announced by the Meiji Emperor in 1890. Japanese students had to read the Rescript aloud every day.

(Source: <http://www.danzan.com/HTML/ESSAYS/meiji.html>)

You, our subject, be filial to your parents, affectionate to your brothers and sisters; as husbands and wives be harmonious ... preserve learning and cultivate arts, and thereby develop your intellectual abilities and perfect your moral powers; furthermore, advance the public good and promote the common interest; always respect the Constitution and observe the Laws; if any emergency should rise, offer yourselves bravely to the State, and thus guard and maintain the prosperity of our Imperial Throne.

Underline those words that you consider difficult for the S3 IH students to understand and replace each by an easier word.

EG3:Teaching Meiji Modernization, Imperial Japan

Underline those words that you consider difficult for the S3 IH students to understand

You, our subject, be filial to your parents, affectionate to your brothers and sisters; as husbands and wives be harmonious ... preserve learning and cultivate arts, and thereby develop your intellectual abilities and perfect your moral powers; furthermore, advance the public good and promote the common interest; always respect the Constitution and observe the Laws; if any emergency should rise, offer yourselves bravely to the State, and thus guard and maintain the prosperity of our Imperial Throne.

EG3: Teaching Meiji Modernization, Imperial Japan

Difficult word	Commonly understood / misunderstood as	Easier word to help understanding
subject	English, Maths, Geog, etc	people
filial	--	respect
affectionate	affect, effect	showing feelings of love
harmonious	harmony	having a pleasant relationship
preserve	persevere, conserve	uphold
cultivate	farming, growing, planting	nurture, develop
Intellectual ability	--	academic / scholarly ability
perfect	prefect	make complete, ideal
moral power	--	ability to be honest & decent
advance	higher level	move forward
emergency	--	disaster, crisis, tragedy
State	tell, list / condition, situation	country
prosperity	properly, probably	wealth, richness
Imperial Throne	--	Royal Kingdom, special chair seated by the King

Why words can be commonly understood or misunderstood as something else?

- Layman understanding vs technical understanding. (e.g. subject)
- Spell like another word (e.g. preserve & persevere & conserve; perfect & prefect)
- Different parts of speech (e.g. harmonious - adj, harmony - noun)
- Same spelling but with different meanings ('State' with Capital 'S' = country as a noun; and 'state' with a lower case 's' = say as a verb)

EG3: Teaching Meiji Modernization, Imperial Japan

Replace the difficult words with the easier words to help better understanding by the S3 IH students

You, our people, respect your parents, love your brothers and sisters; as husbands and wives be in a happy relationship ... uphold learning and nurture arts, and thereby develop your scholarly abilities and make ideal your ability to be honest; furthermore, move forward the public good and promote the common interest; always respect and observe the Laws; if any tragedy/crisis should rise, offer yourselves bravely to the country, and thus guard and maintain the wealth of our royal kingdom.

Model 1: teaching **word /vocabulary** (by individual PSHE content subject teachers)

Issues to highlight:

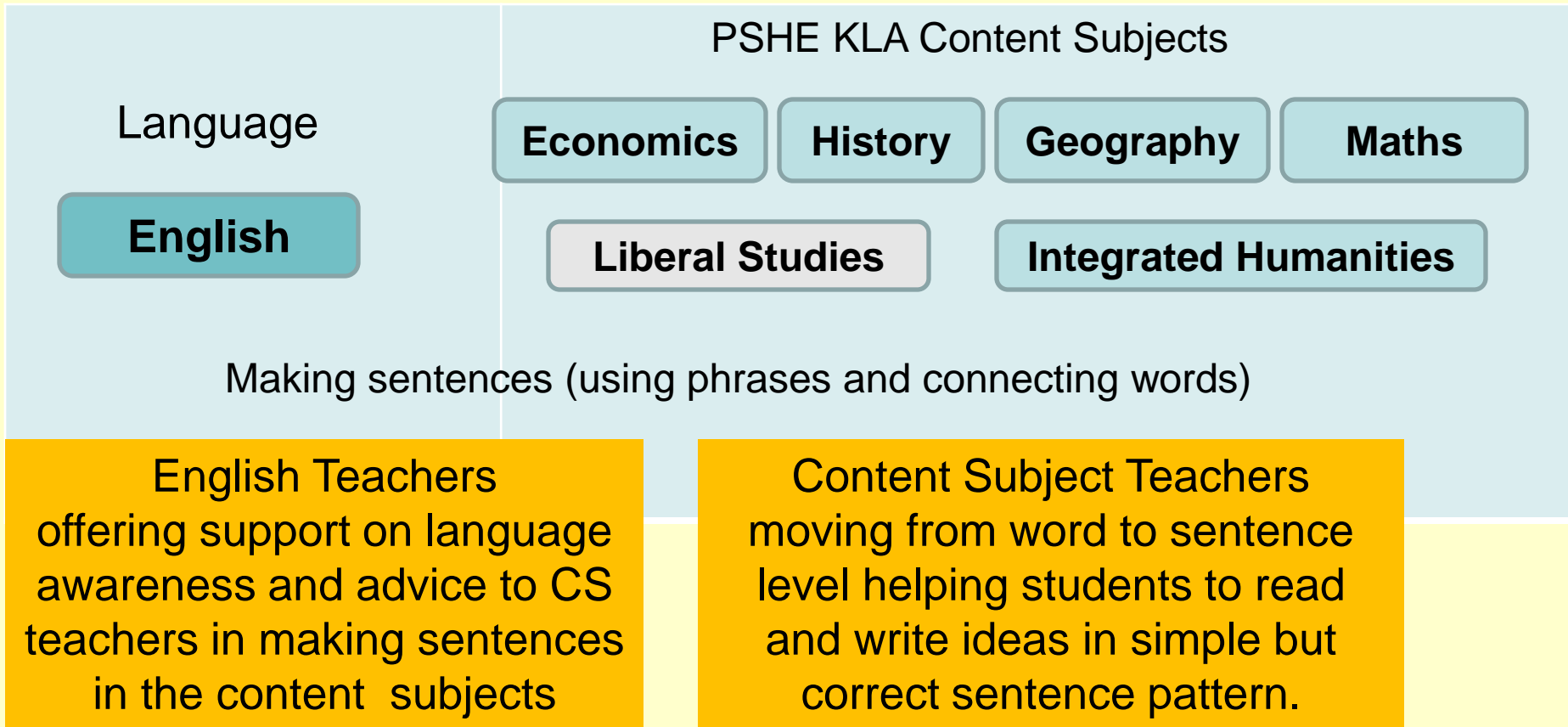
- relatively easy to do by individual subject teachers
- good for teaching syllabication and spelling
- learning English through building up a glossary of technical word list of the subject within context.

Tips to remember:

- from layman words to subject specific words
- look for possible common misunderstanding of the words by students
- bring out contrasting words of positive & negative sense
- build up a glossary /vocabulary column with students for each lesson / topic /unit of the curriculum context
- Not encourage to give the direct Chinese translation

Model 2: dealing with **sentences** (by individual PSHE content subject teachers or collaborating with your English teachers)

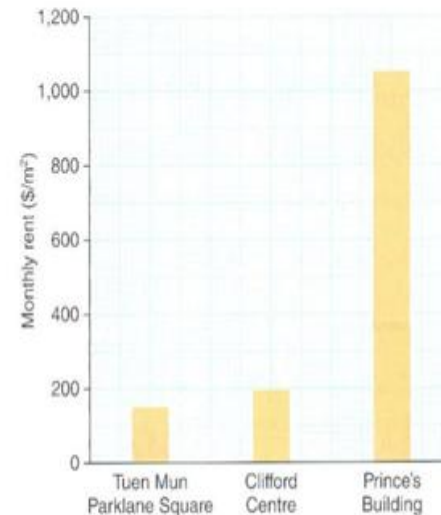
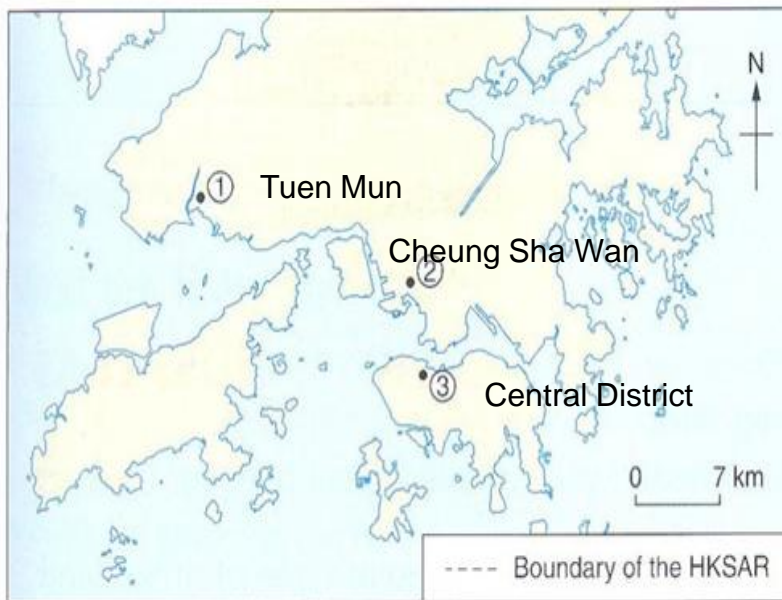
Formal School Curriculum



EG1: Teaching Students to Write Sentences about Commercial Landuse

(Idea modified from Mr. LS Law, Geog Panel of Lau Pak Secondary School)

Referring to p17 of textbook (a map and a graph), answer the two questions.

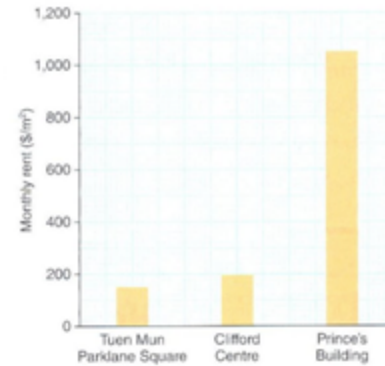


Source: Various property websites

Average monthly rent of three office buildings in 2011

- Describe the rental level of the three buildings in Tuen Mun, Cheung Sha Wan and Central.
- Can you tell the relationship between rent and distance from the city centre?

Referring to p17 of textbook (a map and a graph), answer the two questions.



Source: Various property websites
Average monthly rent of three office buildings in 2011

	Actual rental value	Land rental value	Distance from city centre
Tuen Mun	150	low / high	furthest / closest
Cheung Sha Wan	200	lower / higher	further / closer
Central District	1050	lowest / highest	far / very close

a) What is the rental value of the commercial landuse in TM, CSW and Central?

The rental value of commercial landuse in TM is low. TM is further away from the city centre.
 The rental value of commercial landuse in CSW is higher. CSW is closer to the city centre.
 The rental value of commercial landuse in Central is the highest. Central is at the city centre.

b) Can you tell the relationship between rent and distance from the city centre?

The rental value of commercial landsue is the lowest if it is the furtherst away from the city centre.
 The rental value of commercial landuse is the highest if it is the closest to / at the city centre.
 The relationship of rental value of commercial landsue and the distance from the city centre is negative.

EG2 - Construction of Sentence Box

helps students to make sentences about a concept,
e.g. distribution of Tropical Rain Forest (TRF)

T. R. F.	is found in	S. E. Asia	where	latitude is low near equator
		South America		temperature is high
		Africa		rainfall is abundant
				lowland areas are found.

LOCATION **DISTRIBUTION CHARACTERISTICS**

Original idea of 'Sentence Box' from Vincent, IS teacher of
SKH St Mary's Church Mok Hing Yiu College

EG2 - Construction of Sentence Box

help students to make sentences about a concept,
e.g. Climatic Characteristics of Tropical Rain Forest

T. R. F.	has	little sunlight reaching the ground	because	of the closed / dense canopy
		high relative humidity		of heavy convectional rain
		high evapo-transpiration rate		of plenty tree vegetation
		low wind speed		of dense vegetation

**CLIMATIC
CHARACTERISTICS**

EXPLANATION

Mainly Informative and Descriptive Sentences.

Model 2: dealing with **sentences** (by individual PSHE content subject teachers or collaborating with your English teachers)

Issues to highlight:

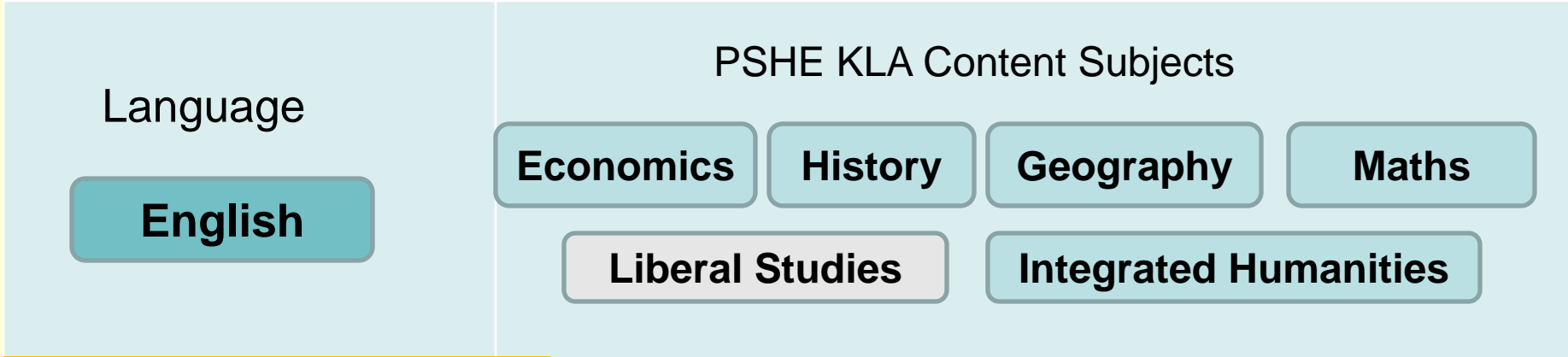
- As a content subject teacher, you learn to be aware of some common patterns of making sentences in PSHE KLA.
- As a content subject teacher, you understand how language teaching is infused into the teaching of subject contents.

Tips to remember:

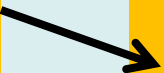
- Teach writing sentences with different purposes commonly required by PSHE subjects.
- Drill sentence patterns first and then students make and write their own sentences.
- Construct “sentence box” to help students to write informative and descriptive sentences.
- Put sentences together to form different paragraphs (introduction, main body and conclusion).

Model 3: teaching to understand **paragraph** (by individual PSHE content subject teachers or getting support from English teachers)

Formal School Curriculum



English Teachers offer language feedback or support to the design of content subject materials if possible



Subject content teachers prepare worksheets / teaching materials for content subjects by helping students to understand a paragraph better to illustrate learning of a key point or major idea.

EG1 : Helping students write better introduction, topic and concluding sentences.

(Idea modified from Eddie Wong, IH panel of Shun Lee Catholic Secondary School)

Introduction

1. There are three urban problems found in Information Sheet A. They are ...
2. Three urban problems can be found in Information Sheet A, namely ...
3. According to Information Sheet A, three urban problems can be identified. They are ...

Topic Sentences

1. Urban decay is the first problem found. (followed by more description)
2. Transport problem is another problem identified. (followed by more description)
3. Environmental pollution is the last problem. (followed by more description)

Concluding Sentences

1. Urban decay **makes** the living condition poor.
2. Transport problem **worsens / deteriorates** the air pollution and the living environment.
3. The living environment **is worsen / deteriorated by** the transport problem.

What are natural hazards ?

Task 1 With the help of the information provided in the box, name the natural hazards shown in the figures below.

- A. wildfire –too little rainfall causing a fire in the forest
- B. flood – too much water
- C. earthquake – shaking of the ground
- D. typhoon – strong wind and heavy rain
- E. drought – too little rainfall making the ground very dry
- F. volcanic eruption – materials coming out from the ground forcefully
- G. landslides – mud and rocks moving downslope



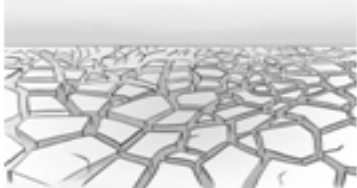
1.



2.



3.



4.



5.



6.



7.

Natural hazards are _____ (extreme / daily) natural processes which cause loss of _____ and _____.

What are the major natural hazards of the world ?

Task 2

- Natural hazards can be divided into _____ groups according to their causes.

List the natural hazards according to their causes in the table below.

Extreme weather events	Processes within the Earth	Instability of land surfaces
(a) _____	(e) _____	(g) _____
(b) _____	(f) _____	
(c) _____		
(d) _____		

Task 3

Base on the table above, use the sentence pattern given, write sentences to describe the different types of natural hazard that are related to extreme weather events.

- Extreme weather events such as flooding occurs because there is too _____.
- Extreme weather events such as _____ occurs as a result of _____.
- Extreme weather events such as _____
_____.
- _____

Suggestion Made to use 'Sentence Box' to help students to learn writing sentence using relevant linking words.

Suggestion of Sentence Box for Task 1

Types of Natural Harzards	adjective / LINKING WORD	Reason
Typhoon	is dangerous BECAUSE OF	too strong wind and too heavy rainfall.
Earthquake		too much shaking of the ground.
Volcanic eruption		too much hot matenals coming out from the ground forcefully.
Flood		too much water.
Drought		too little rainfall making the soil very dry.
Landslide		too much mud and rocks moving downslope/ downhill.
Wildfire		too little rainfall making it very dry to start a fire in the forest.

Suggestion of Sentence Box for Task 3

Make sentences to describe natural hazards related to extreme weather events.

Extreme weather events	such as	floods	occur	because	too much water together.
		typhoons			too strong wind and too heavy rain.
		droughts		as a result of	too little water.
		wildfire			too little rain and air too dry.

Model 3: teaching to understand **paragraph (by individual PSHE content subject teachers or getting support from English teachers)**

Issues to highlight:

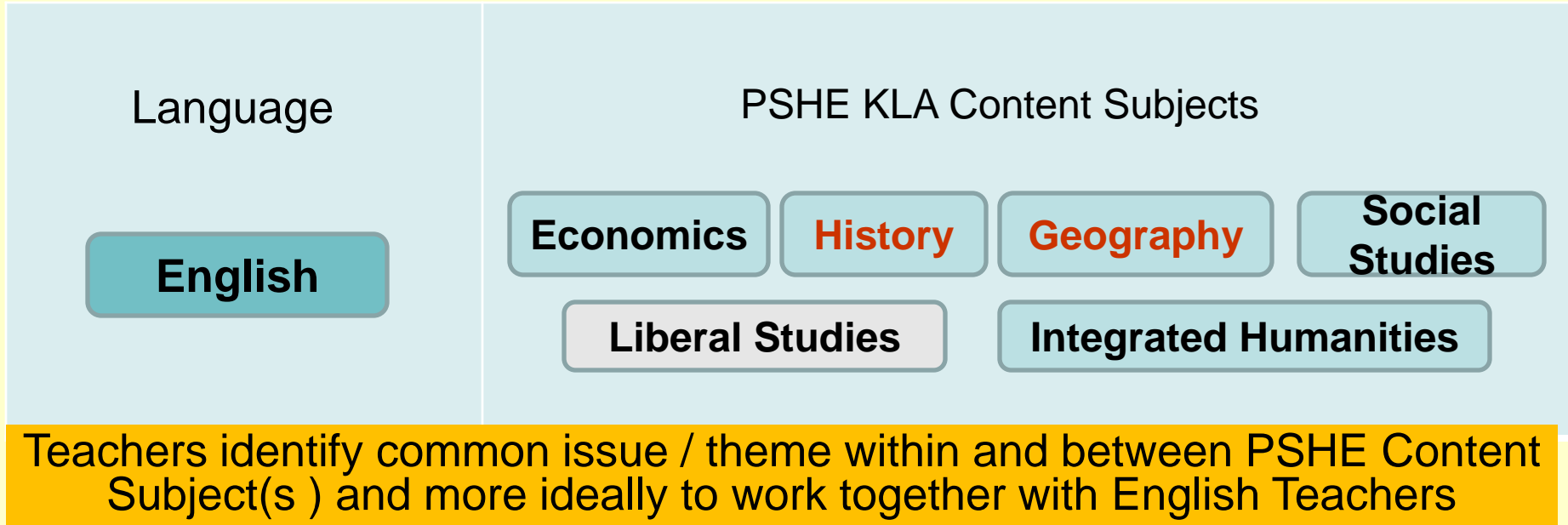
- PSHE subject content teachers must be sensibly aware of different parts of speech used in sentence making to give distinctive technical meaning in the text paragraph.
- encourage closer collaboration with language teachers

Tips to remember:

- Supporting and enriching words & phrases (vocabulary and parts of speech) / sentences & paragraphs / pronunciation level
- Practising from writing basic sentence patterns to self constructing more complicated sentences and paragraphs.
- Putting sentences together to form different paragraphs (introduction, main body and conclusion)

Model 4 : Individual / groups of PSHE Subject Teachers **working together** with English Teachers

Formal School Curriculum



**Sharing of
Shun Lee Catholic Secondary School
example that teachers of Junior
Integrated Humanities (geography &
history) working together with English
teachers to design a school based
curriculum taking care of language
issues in teaching and learning**

<http://www.slcss.edu.hk/archive/2009/language%20policy%202010.pdf>

Topics & Skills covered in both English and IH Secondary One

Modules in English		Common Cognitive Thinking & Content Learning	Themes & Skills in IH		Skills (including content & language objectives)
Term One	Term Two		Term One	Term Two	
School Life / Study Stress	Healthy Lifestyle Exploring HK – tourist attractions and shopping	Expand the knowledge base of students understanding about Hong Kong	1. How do we locate where we are? 2. The making of HK (part 1) • What are the urban problems in HK?	1. The making of HK (part 2) • What are the urban problems in HK? • Where are our factories moving to? • What is the recent economic development of HK?	<ul style="list-style-type: none"> • Map reading • Comprehending questions • Interpreting photos & graphs • Describing trend /change /distribution pattern. • Categorization • Characterizing features • Explaining causal relationship • Comparison • Evaluation • Answering questions in paragraph • presentation

Topics & Skills covered in both English and IH Secondary Two

Modules in English		Common Cognitive Thinking & Content Learning	Themes & Skills in IH		Skills (including content & language objectives)
Term One	Term Two		Term One	Term Two	
Famous Star / Film Review	Crimes	Students can recycle what they have learned by making up a country file, e.g. Singapore that they will visit as their ECA	The Making of Modern China <ul style="list-style-type: none"> •Physical environment •Demography •Population problems •Economic development •Birth control •Reforms and opening up policy 	Socio-political participation in Hong Kong <ul style="list-style-type: none"> •Characteristics of different political systems •Political structure of Hong Kong •Official & unofficial channels of socio-political participation •Factors affecting the extent of socio-political participation 	<ul style="list-style-type: none"> • Map reading • Comprehending questions • Interpreting photos & graphs • Cartoon analysis • Describing trend/change/distribution pattern • Categorization • Characterizing features • Explaining causal relationship • Comparison • Evaluation • Answering questions in paragraph
Exploring Macau	Be respectful Exploring New Zealand				

Topics & Skills covered in both English and IH Secondary Three

Modules in English		Common Cognitive Thinking & Content Learning	Themes & Skills in IH		Skills (including content & language objectives)
Term One	Term Two		Term One	Term Two	
Sports Teenage problems	Environment Information Technology Future Careers	English Debate on, E-waste; Is IT bad or good. recycle on <i>The making of modern world</i> – industrialization, env. Degradation, socio-econ perspectives etc.	<i>The making of modern world (part 1)</i> •The rise of west as great powers •The transformation of Japan •Major conflicts in the C20th – the two world wars	<i>The making of modern world (part 2)</i> •Major conflicts in the C20th – Cold War •International cooperation – United Nation <i>Globalization</i> •Definition of features •Contributive factors •Economic, cultural & political globalization •Impact	<ul style="list-style-type: none"> • Map reading • Comprehending questions • Cartoon analysis • Categorization • Characterizing features • Explaining causal relationship • Comparison • Evaluation • Answering questions in paragraph

Model 4: Individual or groups of PSHE Subject Teachers **working together** with English Teachers

Issues to highlight:

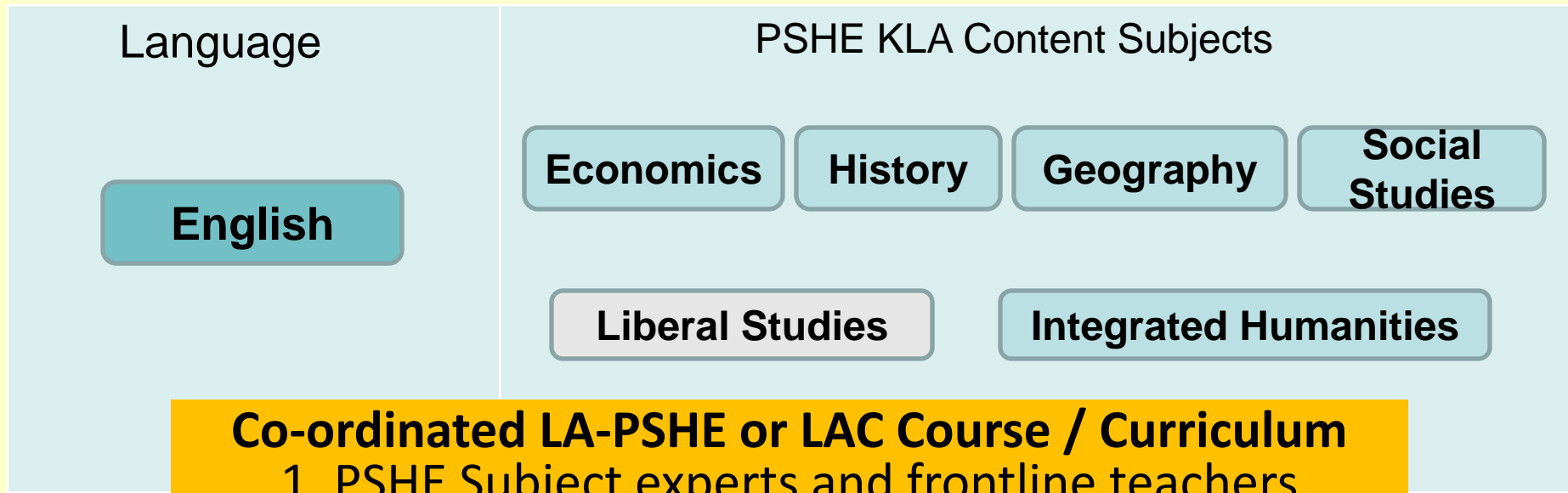
- Easy to arrange within subject or between subjects of PSHE
- Success depends on the individual teachers. However, if these teachers left, the practice might not be able to be sustained.

Tips to remember:

- Language learned between English and PSHE subject content in a holistic curriculum support structure
- Must look for some common interfaces between language (English) and PSHE content subjects to practice both content and language skills

Model 5: **Co-ordinated** LA-PSHE or LAC course/ curriculum

Formal School Curriculum



Co-ordinated LA-PSHE or LAC Course / Curriculum

1. PSHE Subject experts and frontline teachers
2. Language and PSHE curriculum experts
3. Whole school support and involvement

Model 5: **Co-ordinated** LA-PSHE or LAC course/ curriculum

Issues to highlight & tips to remember:

- Comparatively less easy to arrange; more time & human resource investment involved
- A more coherent, sustainable LA-PSHE practice/course and professional development could be formed
- Require school level support to create the collaborative and co-ordinated platform to carry out.

A concluding remark for developing a common language in teaching and learning PSHE

1. Teaching to learn words with a glossary is helpful and useful, especially those words need to be learnt in a subject context. But this is just the first step.
2. Teaching is encouraged to show progressive mastery from the PSHE subject context showing text-type, passage understanding of paragraph to sentence and vocabulary levels to reveal English is used as a Common Language for understanding.
3. Sharing and working content texts with English Teachers whenever conditions are favourable or permissible.
4. Try small theme-based collaboration to bring about holistic learning in PSHE / subject context.
5. Mutual sharing and exchange of ideas and materials among language & content subject teachers.

Thank You For Your Attention