

Implementing LAC in PSHE subjects: A reflection on a 4-year practice

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Who we are...

- Part 1
 - Ms. Teresa Wong Siu-ling, Teacher of junior Geography and History, Kowloon True Light School
 - Ms Tracy Cheung, LAC curriculum support officer to Kowloon True Light School, Senior Research Assistant, The University of Hong Kong
- Part 2
 - Dr. Tammy Kwan, The University of Hong Kong

Today's outline

- Experience sharing in implementing LAC lessons in PSHE subjects
 - Getting to know our school context
 - Trying out LAC elements in PSHE subjects (History / Geography) from 2010/11 to 2013/14
 - Reflection
 - Concluding remarks
 - Q&As

Experience sharing in implementing LAC lessons in PSHE subjects

「知... 唔知」



Getting to know our school context

Historical background of Kowloon True Light School

- We are a Christian girls' secondary school situated in Kowloon Tong.
- In 1872, True Light School (a primary school) was founded in Guangzhou. Later in 1917, True Light Middle School was established in addition to the primary section.
- In 1949, the school was transferred to Hong Kong.



Our School-based MOI Policy

- Owing to the implementation of the fine-tuning of the M.O.I. policy in 2010-2011, our school has started to teach Integrated Science and Geography in English in all four S1 classes while three of them have Mathematics, History, Computer Literacy and Home Economics taught in English as well.
- One class has Chinese Language taught in Putonghua.
- When S1 moves on to senior secondary level(SS1), all classes will have all subjects taught in English for the Hong Kong Diploma of Secondary Education.

MOI Arrangements of our school

- CMI / EMI for all subjects by class / group
- CMI / EMI by subject for some classes / some groups

2015-2016	SS3	EMI (Except Chinese History, Chinese Literature, Chinese Language and Liberal Studies)				
2014-2015	SS2					
2013-2014	SS1					
2012-2013	S3	A(1)	A(2)	B	C	D
2011-2012	S2	Students learn Integrated Science, Geography in English. Chinese in Putonghua		Students learn Integrated Science, Geography, Mathematics, History, Computer, Home Economics in English		

Getting to know our school context

<p>Strengths</p> <ol style="list-style-type: none">1.A young and energetic school principal2.A team of hard-working and dedicated teachers3.Most students are cooperative and can stay on-tasks4.MOI decision was discussed and supported by most teachers before implementation	<p>Weaknesses</p> <ol style="list-style-type: none">1.A number of teachers are not familiar with EMI / LAC (knowledge / pedagogy / awareness)2.A number of teachers might not be comfortable to use English as the medium of instruction (proficiency)3.English proficiency of some students still needs improvement
<p>Opportunities</p> <ol style="list-style-type: none">1.The English Department has applied for the REES → Collaboration & PD with HKU for 3 years2.The English Department has invited LLSS, EDB to have school-based projects	<p>Threats</p> <ol style="list-style-type: none">1.Recruiting S1 students is competitive in our school district2.Teaching load and other duties are heavy among colleagues / departments / teams3.Teachers are worried of declining HKDSE results

Trying out LAC elements in PSHE subjects (junior History / junior Geography)

Understanding EMI and LAC

- Language Across the Curriculum (LAC) = Academic Language Awareness + Academic Content Awareness
- Every content subject teacher is also a language teacher.
- “One of the ways in which we come to possess knowledge is through our possession and use of language”
- When we adopt English as the Medium of Instruction, we help our students to master:
 - “Knowledge of content”
 - Knowledge of language
 - Language skills, grammar and vocabulary
 - Generic skills: Critical thinking etc.
- Genre-based approach offers an authentic context to link up everything

An overview of T/L activities attempted

Year	History	Geography	Professional Development
2010-2011	<ul style="list-style-type: none"> • S1, LLSS (+Eng / comparison) 		<ul style="list-style-type: none"> • <i>School-based WS: Genres to Academic Literacy (Dr. Angel Lin)</i>
2011-2012		<ul style="list-style-type: none"> • S1, with HKU • S2, with LLSS (+Eng / cause-and-effect) 	<ul style="list-style-type: none"> • <i>School-based WS: Academic Literacy and Language Across the Curriculum: Scaffolds & Collaboraiton (Dr. Angel Lin)</i>
2012-2013	<ul style="list-style-type: none"> • S2, with HKU 	<ul style="list-style-type: none"> • S1, with HKU (w/ another Geog T) 	<ul style="list-style-type: none"> • <i>EDB HKU LAC PD course (Lesson observation by Dr. Kwan)</i> • <i>School-based WS: Language Across the Curriculum: Sharing of Ideas (Ms Tracy Cheung)</i>
2013-2014	<ul style="list-style-type: none"> • S2, with HKU 	<ul style="list-style-type: none"> • S1, with HKU • S3, with HKU 	

Year "0": 2010-2011 (T/L activities)

- S1 History, LLSS (+Eng / comparison, by another History teacher)

English

History topic:
Religions

History

Kowloon True Light Middle School
Unit 4 Extended Module: Comparison
Handout 1

By the end of the lessons, you should be able to

Part 1 Use of graphic organizers

(a) Venn Diagram: Identifying Similarities
In TASK 1, we only find out the characters to identify the similarities and differences diagram.

TASK 2 Complete the Venn diagram below and use it to write down the headings given.

(b) Compare and Contrast Matrix: Making
After identifying the similarities and differences with reference to the criteria given.

	Differences	Similarities
Price		
Duration		
Theme Park		
Theme Park Tickets	Paid by _____	
No. of shopping outlets		
Airline		
No. of nights in hot spring hotel		
Activity: hot spring		

Kowloon True Light Middle School
Unit 4 Writing
Planning

What are the information you can tell about Temple Street Night Market and that of Apulu Street Flea Market? Read the information on p. 99-100 and

Based on the information stated in the table, identify the similarities and differences between the two in the Venn diagram below and suggest which one you would recommend.

Your recommendation: _____
Reasons for recommendation:

-
-
-

Kowloon True Light Middle School
2010-11 Second Term
S1 History Project — Comparison of Major Religions

Class : _____ Name : _____ ()

Task 1 Which places are chosen to visit? Why?

Task 2 Complete the following table with the information you have collected in your visits.

Name of the religious building	Location of the building	When the building was built

Facilities available in the place you visit	Example of the

S1 History – Major religions

Instructions :
Group work activities : 2-4 students per group.
Work together to complete the following table.

Look carefully at the sources below and then try to put the correct sources (using letters) in the correct column.

Buddhism			Christianity		
Source A	Source B	Source C			

Based on the information collected for Major Religions, identify the similarities and differences between the 2 religions.

Year 1: 2011-2012 (T/L activities)

- S2 Geog, with LLSS (+Eng / cause-and-effect)

English



Skill 5: Identifying causes and effects
Task 5: What are natural disasters?
Read carefully the text below and identify the organization.

Hong Kong people are lucky that the island is not hit by typhoons and landslides, except maybe typhoons and landslides.



Sometimes landslides can occur in areas that are not too steep. But they have not been studied. Many people think that landslides will take place in the area. Also, many people think that landslides are caused by the influence of land reclamation. Although landslides can be avoided with proper techniques.

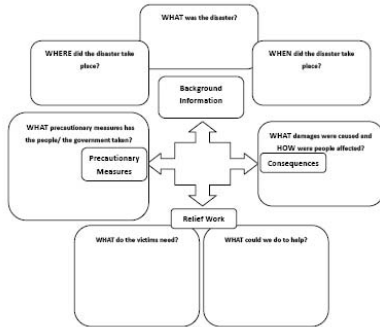
Cause
Natural reasons
Human reasons
A Situation
Landslides take place

*Type O Conditionals: General Truths
e.g. If there is no vegetation, the soil simply erodes.
(Cause - Simple Present Tense)

Skill 5: Writing cause and effect
Writing topic sentences for cause-and-effect paragraphs
The following sentence patterns are useful in writing topic sentences for cause-and-effect paragraphs.

- e.g. There are several causes of flooding in Thailand.
There are three/four/several main reasons why the flooding has caused heavy casualties in Thailand.
Providing immediate relief to the victims has several/many/a few effects on both their physical and mental health.

Mind Map for Brainstorming Ideas:



Geog topic: earthquakes

Geography

Kowloon True Light School S2 Geography LAC Project 2011-2012 Name: _____ | 2 _

The outer layer is known as the crust. It is made up of rocks and is 20-70km thick. They form the tectonic plates.

The _____ is below the crust. It is made of molten rock. As this material moves, the temperature, the pressure and the density change.

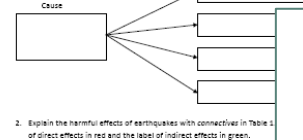
Kowloon True Light School S2 Geography LAC Project 2011-2012 Name: _____ | 2 _
Lesson 2 Topic: Plate tectonics
Part A Identify the missing plates



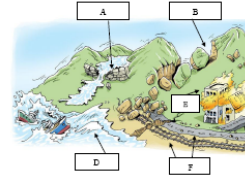
Part B Summary
1. What are the causes and effects of earthquakes?
- the causes
- the effects
- the precautionary measures
- the relief work
- the damages
- the consequences

Kowloon True Light School S2 Geography LAC Project 2011-2012 Name: _____ | 2 _
Lesson 3 Topic: Earthquake Case 1 (Japan)
Read the case study 1 in textbook p.54-56 and fill in the graphic organizer.

1. What are the causes and effects of earthquakes and volcanic activities in Japan?
Cause: _____
Effects: _____



2. Explain the harmful effects of earthquakes with connectives in Table 1 of direct effects in red and the ones of indirect effects in green.



Legend:
Red box: direct effects
Green box: indirect effects

Kowloon True Light School
Lesson 5 Topic: Earthquake
Refer to the table in lesson 4.

What can we do to reduce the damage caused by earthquakes?

Earthquakes and volcanic eruptions cannot prevent them. Can we do anything to reduce the damage caused by earthquakes and volcanic eruptions? Before an earthquake occurs, and magnetic field of the earth are very sensitive and can detect activities of animals might help predicting volcanic eruptions. It allows more time for people to move from where the hazards are to safer places.

As we know falling structures can cause serious injuries. Therefore, buildings are strengthened. In Japan, earthquakes to be safe from earthquakes-proof. Most less.

Good relief work can minimize the number of the victims and the damage. Therefore, building emergency supplies of food, water and other necessities.

Lastly, some scientists even suggest that we should build human beings cannot fully get

Kowloon True Light School S2 Geography LAC Project 2011-2012 Name: _____ | 2 _
Lesson 4 Topic: Earthquake: case studies (text book)

1. Read textbook 26 p.54-56 and complete the following table.
Comparison: Japan and Mexico

	Japan(Tokyo,1923)	Japan(Kobe,1995)	Mexico(Mexico city,1985)
Tectonic hazards			
Names of plates			
Plate movement			

think this is a good idea?
Why do people still live in these unstable areas?

Although the unstable areas are so dangerous, the people still live there. How do they feel about living in such a hazardous place?

Firstly, people may have different responses to the threat of earthquakes and volcanic eruptions. While some people move away, some people think that hazards occur everywhere so no place is completely safe. Moreover, they have good jobs and high incomes there. With insurance, they have got enough protection.

Secondly, when people choose a place to live, they have a lot of considerations. Many places threatened by earthquakes and volcanic eruptions have strong attractions. For example, Japan is a wealthy country with high living standard. People have good jobs and prosperities. Therefore, economic interests are important when people choose where to live.

Thirdly, earth movement such as volcanic eruptions, may be beneficial. Since some beautiful relief features are created by volcanic eruptions, they attract many tourists. Volcanic risk makes the soil fertile and it is good for farming. Many types of minerals are found in volcanic regions. For example, diamonds, gold, iron, copper and lead are found in western USA. In Japan and New Zealand, the steam and heat in some volcanic areas are used to provide geothermal power so that it is a renewable source of energy. Besides, hot springs are of great value and they are used for medicinal treatment and tourist attractions.

Lastly, as no place in the world is really free from hazards. For example, Hong Kong has typhoons every year. While the world population is increasing rapidly, there are limited places to live. If people have been living in unstable areas for some time, people usually prefer to stay in familiar places.

1. If an earthquake of magnitude 9 on the Richter scale occurs at Japan and Mexico, which of them will suffer from more serious damage? Give reasons for your answer.
(hint: consider the level of economic development and ability to cope with earthquake hazards)

Year 1: 2011-2012 (T/L activities)

S1 Geog, with HKU

Geography

Geog topic:
Land use &
urban planning

Suggested Answers
(using the easy version as template)

*Kowloon Tong Light School
S1 Language Across the Curriculum (LAC) Programme
Developed by Dr. Angel Lin and Miss Tracy Cheung © 2011*

Unit 2: How can we use our land in a better way?

Activity 1: How is our land used?

Task A: Land use icons
Look at the following icons (圖像). Each icon presents one kind of land use. Write down the kind of land use below each icon.

(1) **transport** land use
(4) **residential** land use

Task B: Live it, Love it, Hong Kong
You are going to watch a video about this video, you will find some exciting kinds of land use.

LAC_S1_2_worksheet_answers

Suggested Answers
(using the easy version as template)

*Kowloon Tong Light School
S1 Language Across the Curriculum (LAC) Programme
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For example, you might see an area for a carnival. It is an example of recreational land use.

When we want to express an idea about different kinds of land use with an example, we can use the following sentence pattern:

There is an area for [activity].
E.g. There is an area for **recreational** land use.

Try to identify the different kinds of land use in the video. Use the following writing frame to record your answers. If necessary, you can use the following sentence pattern:

The 1st sentence of the paragraph is a topic sentence to introduce the topic.

In the video we can see at least [number] different kinds of land use. There is an area for **commercial** land use. There is also an area for **recreational** land use. Finally, there are [number] other kinds of land use.

The above [number] sentences give examples to describe the topic.

LAC_S1_2_worksheet_answers

Suggested Answers
(using the easy version as template)

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Possible solutions to land use conflict

In groups, read the text again and discuss the main ideas of the text. Use the following graphic organizer (組圖) to summarize the main ideas of the text.

Graphic Organizer #1: Possible solutions to land use conflict

Land use is (a) a term about the ways humans use the land. A land use conflict occurs when (b) different groups of people have different views on land use.

When will there be land use conflict?

Possible solutions to land use conflicts:

Classification: Classifying different possible solutions to land use.

Conclusion: Emphasizing that land use conflicts can be solved.

Therefore, land use conflicts can be (c) solved.

LAC_S1_2_worksheet_answers page 6

Suggested Answers
(using the easy version as template)

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S1 Language Across the Curriculum (LAC) Programme
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Activity 3: Reading

In geography, we often come across classifying reports (分類報告) that describe or classify things in the textbooks. However, when we answer questions, we need to use another text-type: exposition (論說文). An exposition persuades (說服) the reader to think or act in particular ways by telling the reader the author's position (立場) and the reasons behind this position.

The following example shows the structure of an exposition text.

Moves

Text 1:

(1) Background (背景)
(2) Statement of Position (立場)
(3) Reason or argument (論據)

Look at Text 2, can you identify the moves?

Moves

Text 2:

(1) Background
(2) Statement of position
(3) Reason

LAC_S1_2_worksheet_answers

Suggested Answers
(using the easy version as template)

*Kowloon Tong Light School
S1 Language Across the Curriculum (LAC) Programme
Developed by Dr. Angel Lin and Miss Tracy Cheung © 2011*

Activity 4: Writing task

Look at the following map. Sha Tin is a well-developed new town. However, it is becoming more and more crowded nowadays. On the other hand, Ma On Shan is not yet fully developed. How would you use the land in Ma On Shan (the circled area on the map)?

Write a short exposition text to suggest to the government how you would use the land in Ma On Shan. Use the writing frame to state your reasons. Use the writing frame to give your opinions, relate the land use in Ma On Shan to the surrounding areas, and state the following roles when you express your ideas:

An owner of a land property company
A social worker who works in a hospital

WRITING FRAME

Title of the exposition text

Land Use Suggestion for Ma On Shan

Background (背景)

Sha Tin is a developed new town in the New Territories. On the other hand, Ma On Shan is not yet fully developed.

Position (立場)

Statement of Position (立場)

First, if I were an owner of a land property company, I would suggest the land next to the waterfront should be developed into a high-income residential area.

Reason for Position (論據)

It is because there is an extensive sea view. The beautiful view can attract high-income people.

Position (立場)

Statement of Position (立場)

I would also suggest the land near Sha Tin to be used as a commercial district.

Reason for Position (論據)

because it is more profitable to develop commercial activities. This can help to stimulate the economy.

LAC_S1_2_worksheet_answers

Suggested Answers
(using the easy version as template)

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WRITING FRAME

Title of the exposition text

Land Use Suggestion for Ma On Shan

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LAC_S1_2_worksheet_answers page 10

Year 2: 2012-2013 (T/L activities)

- S2 History, with HKU

History

History topic:
Study of historical
buildings in HK

Skills Training & Field trip

Name: _____ Date: _____
Class: _____

S2 History & LAC
Case study: Writing a descriptive report on a historical building in Hong Kong

Activity 1: Historical buildings
1. Watch the PowerPoint showing buildings we shown in the:

- buildings related to the
 - G _____
 - F _____
 - M _____
- buildings related to social
 - R _____
 - E _____
 - S _____
- buildings related to transport
 - T _____
 - F _____
 - T _____
 - T _____

Activity 2: A descriptive report

- Visit one of the historical buildings
 - List http://en.wikipedia.org/wiki/List_of_Grade_I_historic_buildings_in_Hong_Kong
- During your field trip, take notes and photos.
- Write a descriptive report on this building that you have visited.
 - About 100-200 words
 - Use at least 3 photos that you've taken during your field trip

12-13_LAC_H2_History_Historical Buildings_v2

Name: _____ Date: _____
Class: _____

Activity 3: Reading an example of descriptive report
Read the following descriptive report and its writing frame.

	Lui Seng Chun Hong Kong
	Lui Seng Chun Chi Kok Road Leung, who was 1930s, many of medicine. The to provide instant community.
	The ground floor herbal shop set used as accommo- down after the Lui's family had Lui's family de- conservation.
	Lui Seng Chun (Cantonese) wrote It was designed Chun was built architectural at the verandahs balustrades in

12-13_LAC_H2_History_Historical Buildings_v2

Name: _____ Date: _____
Class: _____

S2 Language Across the Curriculum (LAC) Programme
Developed by Dr. Angi Lin and Miss Tracy Cheung © 2013

If I were a Hong Kong citizen in the 1930s, I would love to visit
Lui Seng Chun because I could buy inexpensive medicine there,
or take a rest under the verandah where the air is cool and breezy.



Read the descriptive report above again. Can you identify some examples of language patterns used in this descriptive report?

- Use of the passive voice
 - _____
 - _____
 - _____
- Use of conditional sentences
 - _____
- Use of "cause-and-effect" words / phrases
 - _____
 - _____
 - _____

12-13_LAC_H2_History_Historical Buildings_v2 page 3

World History Express 2
Skill Training Activities (Revised Edition)

Topic Five
Growth and Development of Hong Kong up to the early 20th century

Picture of historical buildings	Descriptive paragraph on the historical buildings	"phases"
	(a) This is The Helena Hotel in Central. (b) It was built in 1914 and was officially opened in 1916. (c) Originally a hostel for single working women of European origin, the building was reopened after the Second World War to provide accommodations for all working women.	a. name of historical building / location b. year of establishment / special feature c. functions
	(a) This is Old Stanley Police Station in Stanley. (b) It was built in 1859 and is now the oldest police station building in Hong Kong. (c) During the Japanese occupation, it was used as local headquarters. (d) After the Second World War, the building changed back to its original use as a police station until 1974.	a. name of historical building / location b. year of establishment / special feature c. functions (during the Japanese occupation) d. functions (after the second world war)

Activity 2: A descriptive report on a historical building in Hong Kong

- Your task:
 - Visit one of the historical buildings in Hong Kong
 - List (http://en.wikipedia.org/wiki/List_of_Grade_I_historic_buildings_in_Hong_Kong)
 - During your field trip, take notes and photos.
 - Write a descriptive report on this building that you have visited.
 - About 100-200 words
 - Use at least 3 photos that you've taken during your field trip

Year 2: 2012-2013 (T/L activities)

- S2 History, with HKU for PD lesson observation

History

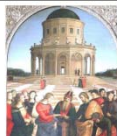
History topic: Arts in the medieval time

Renaissance — humanism and art

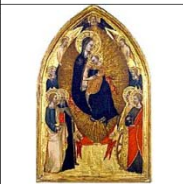
Group A



Sistine Mary and Jesus



Group B



Madonna and Child in choir

Task A

Look at the paintings in Group A and Group B, compare and contrast the characteristics of the two groups of paintings by putting the following words in the boxes.

colourful	religion	theme / topic	painting skills	less colourful
lifeless and flat	proportionate	realistic and with depth	size of the figures	
disproportionate	human life	colour	religion and human life	

Comparing items Group A Group B

Task B

Read the passage and match the following headings to paragraphs. (extracted from Aristo, *The Renaissance*, P.6 &20, adapted by Wong Si-ling)

- > The Renaissance artists
- > The role of the Church in the medieval times
- > How did humanism affect the Renaissance artists?
- > Trade, rich people and art in the Renaissance

Paragraph ① _____
During the medieval times, the Christian Church was very powerful. It had a great influence over political, economic, social and cultural affairs of a country. **Therefore**, paintings were mostly about religion. They show flat and lifeless human figures without a background. In addition, the bodies of the figures are not drawn in right proportions.

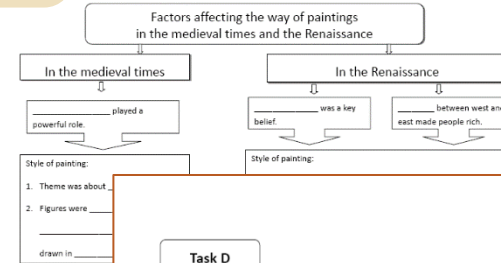
Paragraph ② _____
However, humanism became a very important belief during the Renaissance. **As a result**, human beings are important. They are perfect and are capable of doing many things. Besides, they are free to have their own ideas. While Renaissance artists were greatly influenced by this belief, their works were about religious and human topics. **Since** the artists made use of light and shade (i.e. colour or tone) to highlight the figures, they usually look alive and natural. This particular painting skill is known as perspective (per • s • pec • tive 透視法).

Paragraph ③ _____
Moreover, many towns became rich after the crusades because trade between East and West increased. Those who lived in these towns then bought their independence (i.e. freedom) from their kings or their lords. **So**, when people were no longer controlled by their lords, they became free to develop their ideas. At the same time, the rich merchants in towns wanted to show that they were well-off (i.e. rich or wealthy). They paid artists and craftsmen to decorate their houses with paintings and sculptures.

Paragraph ④ _____
Among all the Renaissance artists, Leonardo da Vinci, Michelangelo and Raphael were the most famous.

Vocabulary:
Pro • po • tion • ate (adjective)
Dis • pro • po • tion • ate (adj)
Rea • lis • tic (adjective) — life

Fill in the graphic organizer below.



Task D

Classify the two groups of paintings according to their features. Put the group names in the boxes.

The work of the medieval times	The work of the Renaissance

Extended activity:

If you have to buy a painting to your mother, which type of painting would you choose? Give reasons.

Year 3: 2013-2014 (T/L activities)

- Will carry out the materials developed in the previous years:
 - In S2 History and S1 Geography

Geog topic:
Land use & urban planning

History topic:
Study of historical buildings in HK

Name: _____ Date: _____
 1.7 How can we solve the urban problems in Hong Kong

What has been done in groups, read textbook problems in Hong Kong, make ideas of the passage

Graphic Organizer:

Background: Hong Kong is a well-developed city. What is Hong Kong facing now? Some examples are _____

Some possible solutions are _____

Classification: Classifying different possible solutions to urban problems.

Conclusion: Emphasising that urban problems can be solved. Therefore, urban problems can be solved.

1.7 How can we solve the urban problems in Hong Kong

How can land in Ma On Shan be used and prevent urban problems? Look at the following map. Sha Tin is a well-developed new town. However, it is becoming more and more crowded nowadays. On the other hand, Ma On Shan is not yet fully developed. How would you use the land in Ma On Shan (the circled area on the map) and prevent urban problems?

Write a short exposition text to suggest two kinds of land use for Ma On Shan and states your reasons. When you express your opinions, relate the land use in Ma On Shan to those in Sha Tin. Choose one of the following roles when you express your ideas. Use the writing frame and language support below to help you.

1. An owner of a land property company	2. A rich man looking for a new home for his family
3. A social worker who works in a hospital	4. A 14-year-old teenager

Sha Tin new town

1241_L4C2_R1_Ong_Ulterioque_2_LandUse_McNichol page 1

Name: _____ Date: _____
 1.7 How can we solve the urban problems in Hong Kong

When we answer questions in Geography, we frequently write exposition (論說文). An exposition tells the reader the author's position and the reasons behind, so as to persuade the reader to think or act in particular ways.

The following example shows the structure of an exposition text:

Moves	Exposition text
[1] Background Position	[1] There will be reclamation near the pier to get more land. [2] If I were a town planner, I would develop the district with commercial institution. This can help land users.
[2] Statement of Position	
[3] Reason or argument	

Language support for writing an exposition

How to write the exposition?

- Think of an appropriate title
 - Land use suggestion
- Describe the background of the topic
 - There is a piece of land in Ma On Shan.
- State your position and reasons
 - If I were a town planner, I would...

1241_L4C2_R1_Ong_Ulterioque_2_LandUse_McNichol

Name: _____ Date: _____
 1.7 How can we solve the urban problems in Hong Kong

Extra vocabulary

land use suggestions	possible reasons
<ul style="list-style-type: none"> A high-income residential estate A shopping centre A bungalow with a garden and a swimming pool A house with some land for farming A hospital A youth campsite A community centre A water sports centre A beach 	<ul style="list-style-type: none"> Enjoy wonderful sea view More space for facilities Make more money People to recover soon Improve medical service Spend leisure time Have fitness training on holidays

1241_L4C2_R1_Ong_Ulterioque_2_LandUse_McNichol page 3

Year 3: 2013-2014 (T/L activities): An extended S3 Geog-LAC module

After trying out different LAC elements & strategies for 3 years...

- It's time to have a challenge for both teachers and students.
- We have accumulated and tried out a lots of ideas in the past three years.
 - Bits and pieces only
 - Not a complete PSHE module / chapter
- This year, we want to pull together all the things that we have learnt, and try something BIG, something more comprehensive.
 - An extended Geog-LAC module.
 - S3 Geography “Ocean in Trouble”

Our beliefs...

- Content knowledge and language knowledge should go hand in hand.
- When integrating LAC elements / strategies and content subject knowledge, the learning activities should be:
 - As **smooth** as possible
 - As **hassle-free** as possible
 - As **meaningful** as possible
 - With as many **scaffolds** as possible
 - **Without dumbing down**

When students use English as the Medium of Instruction, they need to master and use.....

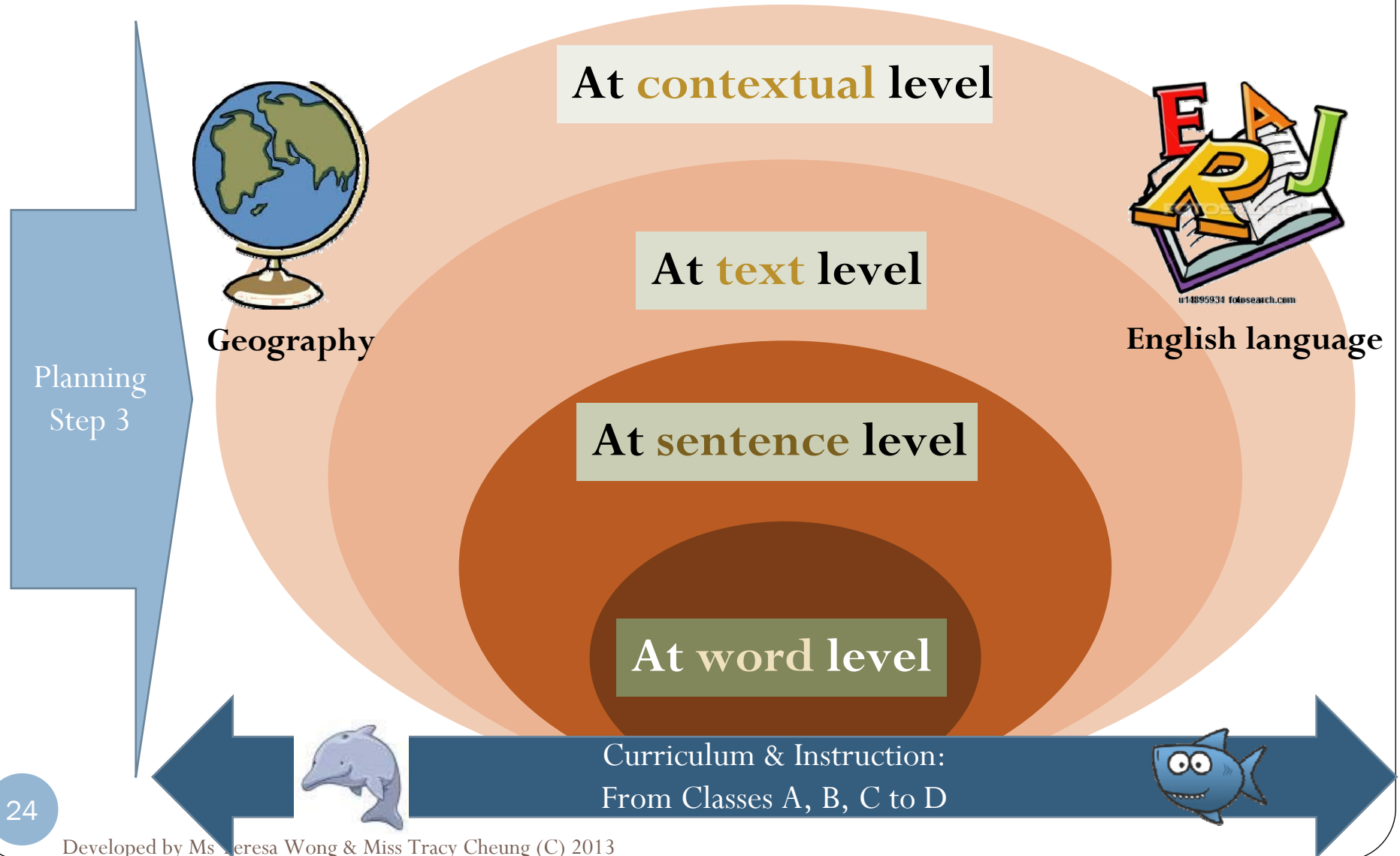
Planning Step 1

- **Content knowledge**
- **Skills and strategies**
 - Language skills (e.g. read, listen, speak & write)
 - Thinking skills (e.g. compare & contrast, evaluate, suggest, identify)
 - Study skills (e.g. take notes, revise, summarize)

Planning Step 2

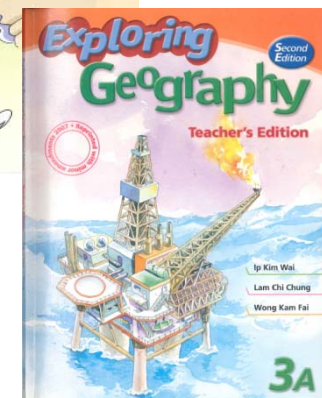
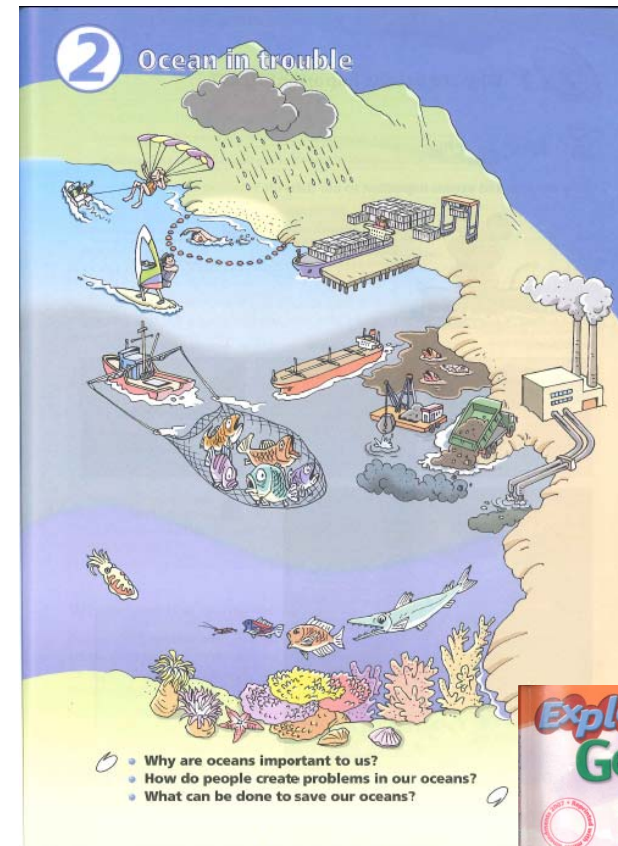
- **Language knowledge**
 - Text-types (e.g. information report)
 - Rhetorical functions (e.g. to define, to explain)
 - Sentence patterns / “grammar”
- **Vocabulary**
 - Subject-specific technical vocabulary
 - General academic vocabulary
 - Signalling words

Scaffolding at all levels



Let's have a module walk-through

- The whole chapter 2 "Oceans in Trouble" is now divided into 5 sub-sections.
- Sections 2.1 to 2.3 are textbook-based, while 2.0 (Pre-learning) and 2.4 LAC application are our own design.
- We have around one month to cover this chapter. (8-9 lessons)



Content Learning outcomes

- By the end of the module, students can:
 - Identify the importance of the oceans, the problems and the consequences
 - Understand possible ways of developing the oceans in a more sustainable way
 - Cultivate the awareness of oceans and strike a balance of consumption of marine resources and protection of ecosystem

Sections	Tasks	T-note	
2.0 Pre-learning	1. Watch a video clip "Why the ocean"	home	Before Nov 11
2.1 Importance	1. Read the case study "The Black Sea"	class	Nov 11 (iPad)
	2. Read the information report "Marine Ecosystem" and summarize it with a graphic organizer	class	Nov 13
	3. Identify other importance of the oceans through reading maps and visual aids	class	
	4. Read textbook pp. 37-52, and complete exercises	Home / class	Nov 18
	5. Summarize the section		
2.2 Problems	2.1 Read a story on Minamata Disease	class	Nov 20 (iPad)
	2.2a Read news articles on problems of the oceans	class	
	2.2b Read textbooks, (and search the Internet)	home	
	2.3 Complete summary (p. 54)	home	Nov 25
	2.4 Write an information report		
2.3 Solutions	1. Read diary entries related to solutions	class	Nov 27 (iPad)
	2. Design an infographic poster	class / home	Dec 2 (iPad)
2.4 Application	1. Have a discussion on the topic "Conservation or Civilization"	class	Dec 9
	2. Reflect on what I have learnt in this chapter	home	

Package of learning materials [drafts only]

2.0

Pre-learning

Kowloon True Light School
S3 Geography Learning Portfolio #1
Teacher: Ms Wong Siu Ling

Name: _____
Group members: _____

Learning Area / Scope: "Oceans In Trouble"

Learning Outcomes:

1. Identify the _____ of _____ and the _____
2. Understand possible ways of _____ oceans in a more _____
3. Cultivate a _____ attitude towards _____ resources

Sections	Tasks	What have I learnt?
2.0 Pre-learning	1.	a big picture of problems of oceans 1. 2. 3. 4.
2.1 Importance	1.	
	2.	
	3.	
	4.	

Problems

Page 2

Learning portfolio
"Learning Diary"

S3 Geography Chapter 2 Ocean in Trouble:
2.0 Humans and the oceans

Pre-learning: Why the ocean?

Watch the video "Why the ocean?" at home. Jot down any notes while you watch it, and answer the following questions. This can help you to better understand Chapter 2 "Ocean In Trouble".

Video link: <http://www.youtube.com/watch?v=go1m8U8RtE> (duration: 2:02)

1. Who produced this video? [The author]	
2. What's the video about? [The content]	A. Why is ocean important? B. What problems are oceans facing? C. What happens if we let the problems continue? D. What
3. What is the purpose of this video? [The purpose]	

Pre-learning task
(Watching an infographic video)



Click to play the video (2:02)

2.1 Importance

“Why are oceans important to us?”



S3 Geography Chapter 2 Ocean in Trouble: 2.1 Importance of the Oceans

Text for Task 1: About the Black Sea

Oceans and seas are important to all life on earth. The following case study describes the importance of the Black Sea to people.

The Black Sea is a sea in south-eastern Europe. It is located between Europe, Asia and is surrounded by Bulgaria, Georgia, Armenia, Romania, Russia, Turkey as well as Ukraine on the north. Many big rivers connect to the Black Sea (Danube, Dnieper, and Dniestr) rivers.

Oceans and seas bring rainfall to coastal regions and help regulate coastal temperatures. There are large salt reserves, coal reserves and a small amount range of temperate. For example, wind rain forests, which is formed when wind is over high mountains, often occurs in coastal regions. Maritime climate (oceanic) is also found. In addition, ocean currents also contribute to the regulation of temperature.

There are about 18 million people inhabiting around the coast of the Black Sea. A lot of people living in there are engaged in different business activities, such as fishery, ship and tourism. However, many of these business activities are harmful to the environment.

Task 1 “Case study”

Class 3	Group members:								
Task A: A summary of the _____ Sea									
Location									
Countries around									
Population									
Activities around the sea	Fishery	Shipping	Power resources	Minerals mining	Tourism	Recreation	Other		
Importance of the sea	Benefits		Problems						
Industry									

S3 Geography Chapter 2 Ocean in Trouble: 2.1 Importance of the Oceans

Task 3: Other importance (2.1 pp. 47-49)

You can use the following words to help you:

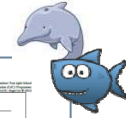
- salt mining
- power resources
- minerals
- offshore
- wind farm
- oil rig
- power plant
- wind turbine

Task 3 “Other importance”

Q1 This is an _____ in the North Atlantic.

Q2 This is a _____ in Lamma Island, Hong Kong.

Conclusion: In addition to the other importance mentioned in Task A, the oceans and seas also provide _____ and _____ to human.



S3 Geography Chapter 2 Ocean in Trouble: 2.1 Importance of the Oceans

Text for Task 2: Marine ecosystem (2.1 p. 41)

The following information report is about marine ecosystems. Read the text and use the following labels to complete the graphic organizer on the next page.

What is a marine ecosystem?

A marine ecosystem refers to any marine environment in which plants and animals interact with the chemical and physical features of the environment. They are considered ecosystems because the plant life supports the animal life and various ecosystems are very important for the overall health of both marine and terrestrial environments.

Oceans are an example of important marine ecosystems. They support many kinds of life. They range from plankton to large marine mammals, such as whales. All marine life is dependent on the flow of energy and matter through food chains.

In a marine ecosystem, the sun provides the basic energy for all marine life. Plants get energy from the sun and nutrients in water to grow and produce its own food through photosynthesis. Small marine life such as crabs and jellyfish are examples of animals that get their energy by eating other organisms. Some bigger marine life eat small and so on. This feeding relationship between different living things in a particular environment is called the food chain.

Task 2 “Marine Ecosystem”

Food chain and flow of energy in a marine ecosystem

S3 Geography Chapter 2 Ocean in Trouble: 2.1 Importance of the Oceans

Task 4: Summary (2.1 pp. 41-42)

1. Why do people choose to live by the coast? Complete the graphic organizer below to explain the possible reasons.

2a. Extended activity: As a teenage girl, would you like to live in the coastal region? If so, why do you choose to live by the coast? Give two reasons to support your claim.

2b. Extra challenge: Write one that you like.

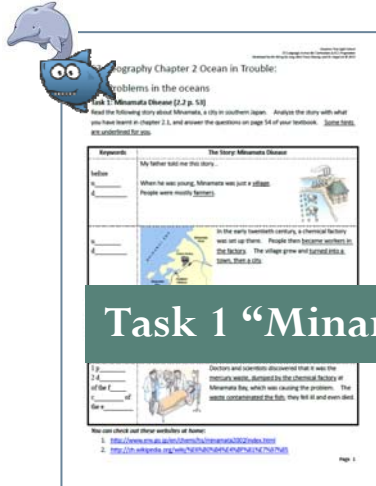
Task 4 “Summary”

Useful phrases	recreational activities	a seafood lover	a wide variety of seafood
a teenage girl	big cities → ??	??	prices are cheap
an environmentalist	weather the pollution problems	volunteer work	fish opportunities
	organize / join guided tour	a 38-year old man	enjoyable climate
			big cities → ??



2.2 Problems

“How do people create problems in our oceans?”

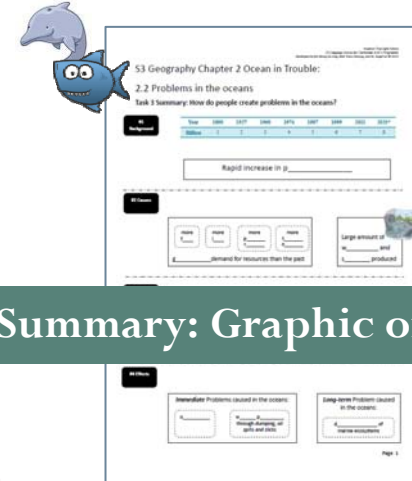


53 Geography Chapter 2 Ocean in Trouble: 2.2 Problems in the oceans

Read the following story about Minamata, a city in southern Japan. Analyse the story with what you have learnt in chapter 2.1, and answer the questions on page 54 of your textbook.

Research: My teacher told me this story...

Task 1 “Minamata”



53 Geography Chapter 2 Ocean in Trouble: 2.2 Problems in the oceans

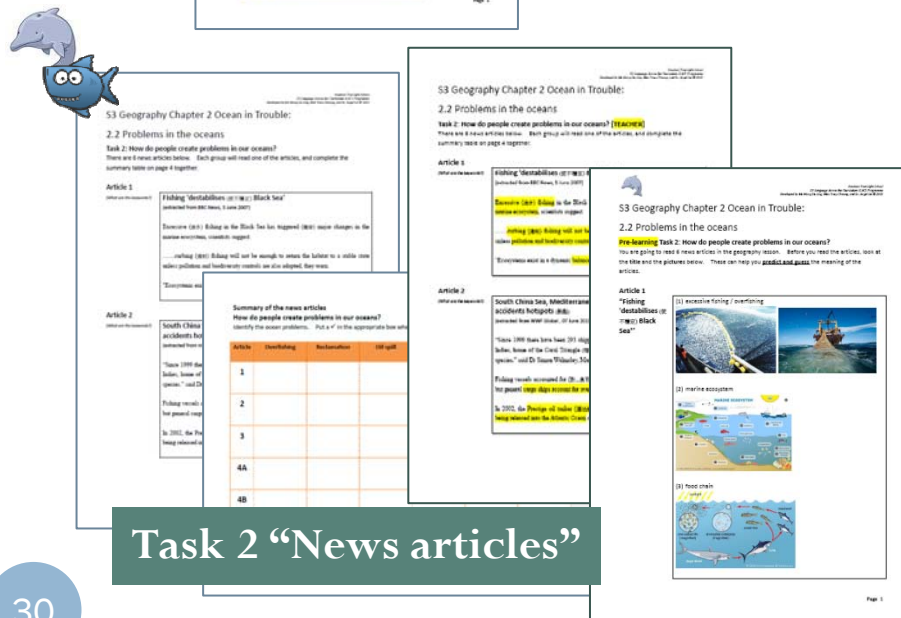
Task 3 Summary: How do people create problems in the oceans?

Rapid increase in _____

Large amount of _____ produced

Demand for resources than the past

Task 3 “Summary: Graphic organizer”



53 Geography Chapter 2 Ocean in Trouble: 2.2 Problems in the oceans

Task 2: How do people create problems in our oceans?

There are 4 news articles below. Each group will read one of the articles, and complete the summary table on page 4 together.

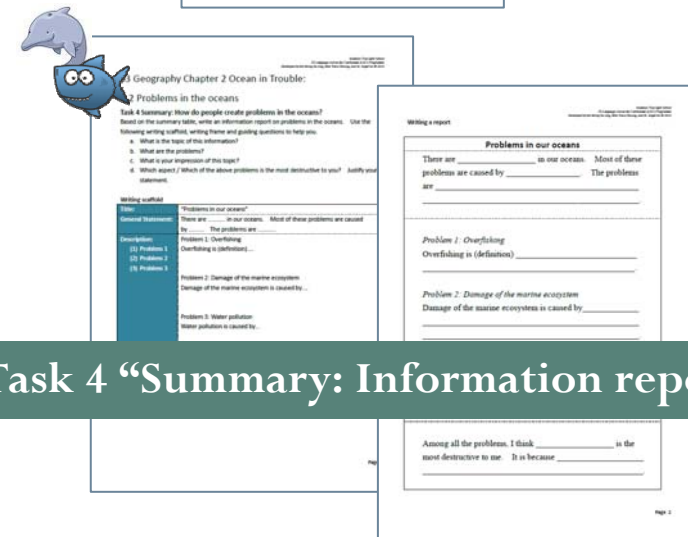
Article 1

Article 2

Summary of the news articles

Article	Overfishing	Overfishing (definition)	4A	4B
1				
2				
3				
4A				
4B				

Task 2 “News articles”



53 Geography Chapter 2 Ocean in Trouble: 2.2 Problems in the oceans

Task 4 Summary: How do people create problems in the oceans?

Based on the summary table, write an information report on problems in the oceans. Use the following writing scaffold, writing frame and guiding questions to help you.

Writing scaffold

Problems in our oceans

There are _____ in our oceans. Most of these problems are caused by _____.

The problems are _____

Problem 1: Overfishing

Overfishing is (definition) _____

Problem 2: Damage of the marine ecosystem

Damage of the marine ecosystem is caused by _____

Problem 3: Water pollution

Water pollution is caused by _____

Task 4 “Summary: Information report”

2.3 Solutions

“What can be done to save our oceans?”



Geography Chapter 2 Ocean in Trouble:
2.3 Saving our oceans

Task 1: Reading some diary entries
Read the following diary entries written by a Hong Kong teenager girl. When you finished, identify strategies or measures used to protect the oceans, and write them in the table on page 4.

Diary Entry #1: "Tung Ping Chau Marine Park"
17 September 2016 Sunday
Today daddy took us all to visit Tung Ping Chau Marine Park (Tung Ping Chau), and we had a lot of fun and found a lot of interesting things there. As I had thought the site would be boring, in fact, Tung Ping Chau Marine Park has a diverse (多采多姿) marine ecosystem. The rich diversity (多样性) of corals and marine life there are really lovely. There are also many scenic spots, like the interesting rock formations. Dad said as there are important geological (地质) features and we should try our best to protect them.

While we were walking along the Tung Ping Chau Trail (Tung Ping Chau Trail), dad asked us some questions. First he told us that the number of these beautiful corals had once decreased, and I didn't believe that! Dad said he wasn't joking because the water quality of Tung Ping Chau, at one time, was very poor. The harbour was polluted due to the rapid growth in the manufacturing sector in the 1970s, and a lot of marine life died. But later the government passed some laws, and set up some marine parks and marine reserves in Hong Kong, and finally, the water quality and the marine ecology began to improve. Before we left Tung Ping Chau, dad asked us whether we know the reasons for poor water quality or water pollution in Hong Kong. Dad said we should try to find out more about these issues.

Diary Entry #2: "Grandpa's competition"
17 October 2016 Monday
Before I start writing today's entry, let me show you two photos taken in the second place? Right, that's my grandpa! What a

Strategies or measures used to protect the oceans

Diary entry #1: "Tung Ping Chau Marine Park"	
Diary entry #2: "Grandpa's competition"	
Diary entry #3: "Fish from a giant speaker"	
Diary entry #4: "Contamination stop"	

Task 1 "Diary entries"

53 Geography Chapter 2 Ocean in Trouble:
2.3 Saving our oceans

Task 2: Design an infographic poster
In this module, you have learnt the importance of oceans to people. You have also read about the problems that human activities in our oceans, and some possible ways to help save the oceans.

What is an infographic poster?
Infographic, or information graphics, are graphic visual representations of information, data or knowledge.

Use the app "Comic Life" in the iPad to create the poster. You can use any icons, pictures, or images to show your ideas.

Your teacher will assign one of the following topics to you:

- Overfishing for overfishing
- Overfishing for overage
- Overfishing for mismanagement
- Overfishing for dumping
- Overfishing for oil spill
- Overfishing for oil extraction

Do you know the answer?

53 Geography Chapter 2 Ocean in Trouble:
2.3 Saving our oceans

Task 2: Design an infographic poster
Design Suggestion: Creating a 4-panel poster

Language support:

- Definition or importance – what is the topic? What is...?**
The following are some **basic activities** that cause problems for our oceans:
• **Overfishing** (p. 25) is the catching of fish at a rate which exceeds its reproductive capacity.
• **Overseas fish trade** (p. 26) is the catching of fish from other countries or industries.
• **Overfishing** (p. 26) is the process of overfishing and then overfishing, or overfishing.
• **Overfishing** (p. 26) is the catching of fish at a rate which exceeds its reproductive capacity.
• **Overfishing** (p. 26) is the catching of fish at a rate which exceeds its reproductive capacity.

Task 2 "Infographic Poster"

53 Geography Chapter 2 Ocean in Trouble: 2.3 Saving our oceans
Task 2: Evaluation form for the infographic poster

Number	Name	Content and Information				Design and Presentation				Remarks
		1. The topic is clearly identified	2. The topic is clearly explained	3. The topic is clearly defined	4. The topic is clearly described	5. Use of colour	6. Use of text	7. Use of graphics	8. Use of space	
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										

Therefore, we vote for Poster number _____ We think it is the best poster among all.

2.4 Application

“Conservation or civilization?”

S3 Geography Chapter 2 Ocean in Trouble:
2.4 Conservation or Civilization

Task 1: Conservation or Civilization?
You are going to give a group oral presentation. Before you begin, your teacher will help you prepare for your presentation.

The topic of your oral presentation is “Conservation or Civilization”.

develop the ocean

(A) Understanding the ocean
Watch the movie trailer. *Avatar* is a movie about the ocean. You can refer to your module following script to help you.

Miscellaneous
Environmentalists
You can find a list of environmentalists. Do your best to identify the role of each environmentalist. That was 1 of the benefits of the rest is a

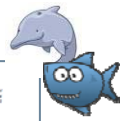
(B) Thinking from different perspectives
Each group is going to play a role. You can refer to your module following script to help you.

1. Fishermen / local village
2. Seafood lovers

3. Environmentalists
4. Scientists
5. Staff working in a nearby hotel
6. Government officials

Refer to your learning portfolio. Identify any useful information. You can use the following table to organize your ideas:

To protect the ocean	To develop the ocean	Others = ? + ?



Task 1 “Conservation or civilization”

Do you find this speaking frame familiar?

S3 Geography Chapter 2 Ocean in Trouble: 2.4 Conservation or Civilization

Class: _____ Role: _____ Group: _____

TOPIC: “Conservation or civilization: Should people conserve or develop the ocean?”

	1	2	3	4	5	Comment
4. Feasible suggestions are made.						
5. The introduction captures audience attention and gives a clear statement of purpose.						
6. Arguments or reasons are formed from different perspectives.						
7. The closing provides a thorough summary of all main points.						
8. Spoken clear voice easily understood by the audience.						
9. A summary is used to conclude the oral presentation.						
Total:						



S3 Geography Chapter 2 Ocean in Trouble:
2.4 Conservation or Civilization

Task 2: Writing a reflective learning journal
How do you feel about this chapter? Write a 100-150 words reflection. You can use the following guiding questions to brainstorm ideas.

1. What have I learnt in this chapter related to Geography?
2. What have I tried to do in this chapter?
3. What did I feel while learning this topic?
4. What did I enjoy most about this chapter?
5. What did I find difficult and why did I feel so?
6. How is this topic related to me?
7. How is this topic related to other Geography topics?

In this chapter, I have learnt that _____

During the lessons, we have done the following tasks: _____

I particularly enjoyed _____

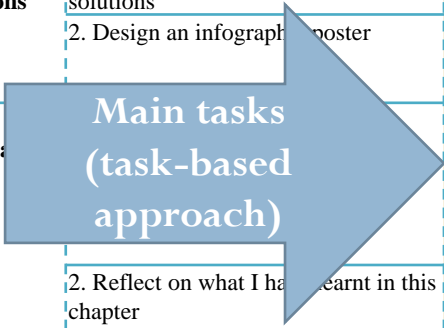
However, I found that _____

Page 1

Task 2 “Reflection”

Language Learning Elements

	Skill	Text types / genres focus	Lang. Element focus*
2.0 Pre-learning	1. Watch a video clip “Why the ocean”	reading	An infographic video C: Understanding the context & identifying main ideas W: Vocabulary (thematic, in context)
2.1 Importance	1. Read the case study “The Black Sea”	reading / speaking	A case study (an information report) C: extracting key information to a graphic organizer T: text structure S: academic functions (defining, comparing and contrasting, giving examples) W: signalling words, vocabulary (thematic, in context)
	2. Read the information report “Marine Ecosystem” and summarize it with a graphic organizer	reading	An information report C: extracting key information to a graphic organizer T: text structure S: Functions: definition / explanation / giving examples W: Vocabulary (thematic, in context)
	3. Identify other importance of the oceans through reading maps and visual aids	reading	maps / visual aids / caption C: understanding maps and visual clues S: Function: summarizing W: Vocabulary (thematic, in context)
	4. Read textbook pp. 37-52, and complete exercises	reading	Graphic organizers / textbook S: Expressing opinions from a different perspective “If I were ... I would...” W: Vocabulary (thematic, in context)
	5. Summarize the section		
2.2 Problems	2.1 Read a story on Minamata Disease	reading	A narrative C: Understanding the context & identifying main ideas T: text structure Narrative structure & development of minamata disease
	2.2a Read news articles on problems of the oceans	reading / speaking	News articles C: Understanding the context & identifying main ideas, using pictorial clues to understand meaning of written text W: Vocabulary (thematic, in context)
	2.2b Read textbooks, (and search the Internet)	reading	textbook
	2.3 Complete summary (p. 54)	integrated	A graphic organizer C: extracting key information to a graphic organizer W: Vocabulary (thematic, in context)
	2.4 Write an information report	writing	An information report Writing template of an information report with guiding questions provided. Language structures are also provided to weaker students. Function: giving a general statement, describing, elaborating
2.3 Solutions	1. Read diary entries related to solutions	reading / speaking	Diary entries W: Vocabulary (thematic, in context)
	2. Design an infographic poster	integrated	Main task 1: An infographic poster Using both linguistic and non-linguistic resources to express ideas
2.4 Application	1. Present your infographic poster	speaking	Main task 2: Oral presentation Contextual prompts are provided to help present different views and arguments Speaking template with language structured provided to help Functions: greeting, identifying the role, stating one’s stance with reasons, summarizing Expressing opinions from a different perspective “If I were ... I would...”
	2. Reflect on what I have learnt in this chapter	writing	Main task 3: Reflective journal Writing template of a reflective journal with guiding questions provided. Language structures are also provided to weaker students.



A school-based LAC Strategy Checklist:

At Contextual Level	At Text Level	At Sentence Level	At Word Level	Others
<ol style="list-style-type: none"> 1. Using graphic organizers 2. Questioning 3. Teaching study skills (e.g. note-taking → reading & writing) 4. Highlighting content-specific skills (e.g. observing, practical skills) 5. Highlighting language skills (e.g. reading / listening / speaking / writing) 6. Activating and building background knowledge 7. Motivating and setting purposes for reading 8. Relating the reading to students' lives 9. Pre-questioning, predicting, and direction setting (e.g. advanced organizers, signposting) 10. Visualization (at contextual level) 	<ol style="list-style-type: none"> 1. Highlighting common factual / non-fiction text-types in content subjects 2. Introducing text structures (e.g. cause and effect, explanation) and logical thinking 3. Summarizing the text. 4. Cloze activities 5. Students giving an oral summary of the passage 6. Color Coding → using highlighters 7. Modifying the text 	<ol style="list-style-type: none"> 1. Highlighting academic functions in the content subject 2. Highlighting parts of speech 3. Using sentence frames 4. Mind mapping for sentence reconstruction 	<ol style="list-style-type: none"> 1. Introducing different types of vocabulary (i.e. technical, general academic, signalling words) 2. Using syllabication skills 3. Highlighting prefixes and suffixes 4. Use of symbols 5. Visualization 6. Mnemonic 7. Using technology (Quiz let) 8. Tools for revising vocabulary 9. Making use of parts of speech 	<ol style="list-style-type: none"> 1. Lesson planning (using a LAC lesson planning checklist) 2. Identifying language demand in content subjects 3. Classroom language 4. Teaching instructions 5. Sharing of resources and ideas 6. Co-planning between Content Subject teachers and Language teachers 7. Scaffolding in teaching of language / language demand of tasks 8. Understanding exam question prompts 9. A diversity of tasks (content tasks & language tasks)

A reference checklist for planning and teaching

So... how did the students perform?

- This module is still going on, and we plan to have another similar extended Geog-LAC module in the second semester.
- But we can share with you some clips of the lessons that have been conducted so far, and some of the students' work.

1st lesson of the module: Reading a case study of the Black Sea

- Main focus of this lesson:
 - A Case Study: The Black Sea
 - Text structure
 - Guided detailed reading
 - Students' group oral presentations



2nd lesson of the module: Reading an information report

- Main focus of this lesson:
 - Marine ecosystem, other importance & section summary
 - Guided detailed reading
 - Extracting key information to graphic organizers



3rd lesson of the module: Summary of Sections 2.0 & 2.1, + “Learning Diary”

- Main focus of this lesson:
 - Review and study skills
 - learning diary
 - Students’ personal evaluation and judgment “If I were...”



4th lesson of the module: Cooperative reading and writing

- Main focus of this lesson:
 - Problems faced by the oceans
 - Guided reading
 - Real time collaborative writing



Reflections

- PIE
 - P: Planning
 - Identifying content and language demands
 - I: Implementation
 - Trying out new items / strategies / skills
 - E: Evaluation
 - Reflection, students' assignment, discussion / meetings with others
- Assessment elements
 - Assessment for learning
 - Assessment of learning
 - Summative assessment
 - Formative assessment

Reflections

- Working with front-line content subject teachers
 - Knowing BOTH the content subjects and the language
 - Working together means:
 - Co-planning
 - Co-designing
 - Co-teaching
 - Materials development
- Profession development support to teachers

Our try-outs aimed to provide students

- Four key conditions for successful content and language learning:
 - Exposure
 - Use
 - Motivation
 - Formal instruction
- While students learn the subject contents, they also pick up a lot of language elements.
 - In order to express themselves in this topic, they have to use these language elements and structures.

Through scaffolding at all levels



Geography

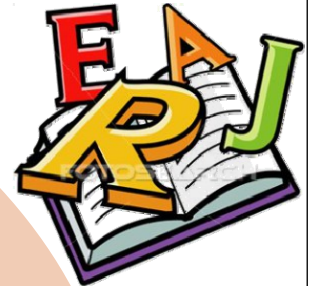
At **contextual** level

At **text** level

At **sentence** level

In order to master the subject content of this topic, students have to use the related language elements as well.

At **word** level



u14895834 fotosearch.com

English language

Gains related to this extended Geog-LAC module

- Content-wise
 - Understand the importance of the oceans, the problems and consequence
- Language-wise
 - Use specific language structures to express themselves from other stakeholder's perspective
 - (expectation) Give proper, complete oral presentations
 - (expectation) Write simple yet complete information reports to summarize problems of the oceans

Gains in general

- Through our trial-and-errors, we have “spread our wings”
- Senior form teachers shared / reported that language proficiency of S4 students is better
- Preparing students for the HKDSE
 - Lay a solid foundation in junior years
 - Learn better in senior years
 - (might) Have better results in HKDSE
- LAC offers a solid bridge to minimize the gap between JS and NSS, as well as diversity & discrepancy among students
 - Students with weaker language proficiency can still learn and complete all tasks.

Difficulties and challenges in general

- **“A matter of choice”**
 - As a subject teacher
 - As a EMI language teacher
- Limited resources
 - Manpower
 - Time
 - Teaching ideas
 - Reference materials
 - Technology (e.g. “real-time collaboration”)
 - Experience and expertise
- “LAC Curriculum Designer / Supporter”
 - Depends on funding

Concluding remarks

Laying a solid foundation

- Sometimes, you simply don't know how far your students could go.
- We have learnt a lot through this journey. We tried, we tripped, we learnt, and we moved forward.
- It's better to start with something small, and something that is most helpful to the students.
- Before any planning or implementation, consider what the students really need, and what the teachers can really do.
- The blossom of LAC might not appear immediately. It's more of laying a good foundation for the students, as well as for the teachers.
- It allows both students and teachers to grow and develop.

Thank you.

Special thanks to:
Dr. Angel Lin & Dr. Tammy Kwan

Let's pass the floor to Dr. Tammy Kwan.