

# **Language Across the Curriculum Project**

## **Overall Progress and Evaluation**

In the year 2012-2013, collaboration work between the History teachers and English teachers in the project was smooth. The beginning proved to be difficult at first as the teachers observing the lessons had to learn to adapt to the teaching styles of the History teachers. In the middle and later stages of the project, both content subject and language teachers were more comfortable in observing and exchanging ideas on how better conduct the lessons with the materials made for the units. The earlier stage of the project sometimes called on the language teachers to go through grammar items but the team saw its shortcomings. To make it sustainable, it was agreed to let the History teachers try out the language part of teaching themselves. Apart from traditional teacher talk and student presentations, there were various activities introduced, such as role playing, poem appreciation and newspaper article writing. Language marks were counted as part of their History project. Students were more careful with their work.

In general, from questionnaires, students positively saw the usefulness of the project. Though there were no significant improvements in their tests and exams, more were able to produce longer responses in the long question type items. They also demonstrated more confidence in speaking and participating in the lesson using English. With supplementary worksheets made, students were able to construct more complex sentences. Essay practice proved to be useful not only for History but for other subjects. The stronger classes handed it better.

For the content subject teachers, they were more aware of language key points when going through the content.

## **Difficulties and recommendations**

- It was agreed by the project members that preparation should be done much earlier before the term starts for the next project year as schemes of work needed to be fully digested and adjusted to enable a closer syllabus match between History and English.
- It was agreed that more than one language teacher could observe together with the assigned language teacher in the History lesson so more ideas could be generated together.
- Because language had to be part of the teaching time, History teachers found it difficult to cover the planned syllabus.

## **Resource folder**

All materials for S1-S3 History produced by the English teachers were compiled into a folder and shared among the History panel.

*A more detailed report from students' responses from questionnaires.*

**S.1**

Most S1 respondents are comfortable using English in History lessons, in terms of speaking and writing. They also find it easy to follow the teachers and understand the content taught during lessons. But they rarely ask questions to challenge what they learn and take the initiative to explore more on the topics out of textbooks.

A majority of students expressed that they have more confidence in using English with History, and they foresee that English will be very helpful for future learning. They also responded that they can easily seek help from teachers and classmates when they need. Most students think the LAC project should continue next academic year.

Difficulties: recognizing some historical terms in English

They wish to improve in these areas: vocabulary, grammar, tackling data-based and long questions.

---

**S.2**

Most S2 students are comfortable with English as a medium of instruction in history lessons, but they responded that they find it most difficult in vocabulary (sometimes mixing up words), expressing and organizing ideas.

Like S1 students, S2 students seldom question the content they learn in lessons and look for materials out of textbooks.

Generally, they understand the implementation of LAC project in History lessons. Only a few students think it's confusing to have two teachers co-teaching in the lessons (shifts between English and History). But they agree LAC programme should continue next year.

Students enjoy videos, movies and discussion most in the lessons.

They wish to improve in these areas: vocabulary items (spelling, similar words, historical terms), grammar (e.g. tenses). Some students prefer reference books introduced by teachers and more revision worksheets.

---

**S.3**

Generally, S3 students are comfortable with English as a medium of instruction in history lessons, but vocabulary and grammar remain two most difficult areas for them. Some of them responded that it is hard for them to spell words and follow the usage of some grammar items, such as conjunctions (since, as) and connectives. Quite a number of them said that they have problems handling long questions or essays because they do not know how to express their ideas grammatically / they lack vocabulary / and sometimes they do not understand what question requires them to answer.

Compared with S1 & S2 students, S3 students are more willing to look at materials out of textbooks.

Most S3 students agree that their English have improved and English is very useful for their future learning. But it also becomes an obstacle that discourages them in studying history.

A great number of S3 students that LAC programme should continue next year. They wish to improve in these areas: essay practice, question analysis.