

Language Across the Curriculum Project

Objectives

The main objectives of the Project are to provide subject teachers using English across the curriculum (other than English teachers) support and to help create a more English-rich environment in the classroom.

We hope to:

1. promote teachers' collaboration
2. improve overall and specific language competence
3. prepare for future studies and / or working life
4. diversify methods & forms of classroom teaching and learning
5. increase learner motivation.

This is done in 5 ways:

1. By making teachers aware that it is through language that subject knowledge is constructed, and through language that concepts can best be shared, explained and discussed. Subject teachers must therefore pay heed to language when exposing students to new concepts in their subjects, and when describing, explaining and handling the concepts. In short, both language and content are interwoven components in learning and teaching.
2. By alerting teachers to students' language needs and providing strategies for them to handle students' language needs when necessary.
3. By enhancing inter-departmental collaboration in school, focusing on language and content.
4. By providing ideas for more use of English inside and outside the classroom.
5. By building up students' use of English in content subjects.

Implementation Plan

3 English teachers will be formed as the Core team, working with subject teachers in S1-S3. They will be helping to produce materials focusing on both content and language to facilitate learning. A full-time teacher will be needed to fill in for the 3 English teachers so they will be able to focus on developing a resource package by the end of the year. An administrative assistant will also be hired to give support to the project.

Year	Subject focus	Plan
2012-2013	History (S1-S3)	* Produce a resource package that contains sustainable teaching materials
2013-2014	Integrated Science (S1-S2)	

* The core team will work together to select similar or related themes/topics in each of their syllabus and work out a timetable to deliver the lessons. The team will develop lesson plans and lesson flows so that teachers have an overview of the lesson flow of specific themes chosen and are aware of language features required when

teaching the lesson. Each of the English teachers on the core team and the History/IS teachers will be responsible to work with the History/IS teachers for collating and selecting reading texts both from the mainstream English textbooks, History or IS textbooks and other related texts, synthesizing them into one whole thematic lesson package, developing teaching and learning materials for the package, monitoring the flow of the lesson and evaluating students' progress after the completion of the syllabus. With these lesson plans, students can be given input, output opportunities and evaluation tasks for further improvement.

At the end of 2012/13, a resource package for S1 would be developed including the following:

- 1) S1 resource package:
 - the revised scheme of work of S1 English language, incorporating language skills and features needed for S1 History to match with the revised scheme of work of S1 History.
 - the revised scheme of work of S1 History, lessons of teaching and learning materials with lesson plans and learning objectives which would be sufficient to cover approximately 52 History lessons (about 26 cycles) in the whole school year. The released teachers will go in (together with the subject content teacher) the History teacher's periods to facilitate teaching and learning every cycle where History has 2 periods a cycle)

- 2) S2 resource package:
 - the revised scheme of work of S2 English language, incorporating language skills and features needed for S2 History to match with the revised scheme of work of S2 History
 - the revised scheme of work of S2 History, lessons of teaching and learning materials with lesson plans and learning objectives which would be sufficient to cover approximately 52 History lessons (about 26 cycles) in the whole school year. The released teachers will go in (together with the subject content teacher) the History teacher's periods to facilitate teaching and learning every cycle where History has 2 periods a cycle)

- 3) S3 resource package:

- the revised scheme of work of S3 English language, incorporating language skills and features needed for S3 History to match with the revised scheme of work of S3 History
- the revised scheme of work of S3 History, lessons of teaching and learning materials with lesson plans and learning objectives which would be sufficient to cover approximately 52 History lessons (about 26 cycles) in the whole school year. The released teachers will go in (together with the subject content teacher) the History teacher's periods to facilitate teaching and learning every cycle where History has 2 periods a cycle)

* In each level, the reading and writing in the English curriculum will be revised to facilitate and enhance reading and writing skills for both English and History (such as use of past tense, modals for opinions; biography, report, etc) working closely to match the language needed as well as the content for History (such as Greek myths), which includes a variety of text types related to History. The number of cycles for this revised curriculum for both English and History will be 4 to 8 cycles.

At the end of 2013/14, the following resource packages will be produced....

4) S1 resource package:

- the revised scheme of work of S1 English language, incorporating language skills and features needed for S1 IS to match with the revised scheme of work of S1 IS
- the revised scheme of work of S1 IS, lessons of teaching and learning materials with lesson plans and learning objectives which would be sufficient to cover approximately 52 IS lessons (about 26) cycles in the whole school year. The released teachers will go in (together with the subject content teacher) the IS teacher's periods to facilitate teaching and learning every cycle where IS has 2 periods a cycle)

5) S2 resource package:

- the revised scheme of work of S2 English language, incorporating language skills and features needed for S2 IS to match with the revised scheme of work of S2 IS

- the revised scheme of work of S2 IS, lessons of teaching and learning materials with lesson plans and learning objectives which would be sufficient to cover approximately 52 IS lessons (about 26 cycles) in the whole school year. The released teachers will go in (together with the subject content teacher) the IS teacher's periods to facilitate teaching and learning every cycle where IS has 2 periods a cycle)

* In each level, the reading and writing in the English curriculum will be revised to facilitate and enhance reading and writing skills for both English and IS (such as use of passive voice, reporting jargon; a report or procedural text) working closely to match the language needed as well as the content for IS (such as How electricity is produced), which includes a variety of text types related to IS. The number of cycles for this revised curriculum for both English and History will be 4 to 8 cycles.

Expected output targets to be attained:

Expected Output Targets to be Attained	School-based Monitoring and Evaluation Mechanism
<p>❖ Materials and activities formulated for chosen themes in English, History (S1- 3) and Integrated Science (S1-2) classes.</p> <p>For students, more than 50% of them:</p> <ul style="list-style-type: none"> ❖ feel more confident in their learning of the content subject ❖ feel more able to express their ideas easily ❖ can construct and challenge or ask questions of the writer ❖ are more active in reading process ❖ are more confident to pursue their ideas in any way that they feel is productive. ❖ can respond in writing as they become engaged in dialogues about the subject materials. ❖ can give short responses leading to more complete understanding of texts. ❖ can identify key points ❖ can paraphrase main ideas and choose most appropriate words to express their ideas most effectively ❖ can improve summary skills. ❖ can differentiate between and demonstrate appropriate use of text types and each of their purposes ❖ are motivated to explore possibilities of their subject knowledge for their future <p>For teachers, they</p> <ul style="list-style-type: none"> ❖ have a better understanding of the role of language in different subjects ❖ are more confident in their teaching of their subject ❖ improved knowledge of the language used in spoken and written texts 	<ul style="list-style-type: none"> ❖ Questionnaires will be used to check level and types of students’ responses and questions as well as performance in examinations with specific attention to students’ ability to construct knowledge that is not only comprehensible but is of sophisticated quality through choice of words, patterns, style and tone used in their presentation. ❖ Library book record system to check whether there is an increase of students borrowing books, reference materials or research papers of the specific subjects. ❖ Performance in regular extra-curricular activities such as assembly speeches and announcements of different subject areas, magazine articles written by students for school publicity, SBA portfolio tasks of different topics, debates, drama and chat sessions of themes across the curriculum.

<ul style="list-style-type: none"> ❖ have better pronunciation and reading techniques ❖ use different teaching techniques to develop students' learning of their subject ❖ are reading more and asking more questions to improve their own teaching ❖ have regular communal lesson planning and dialogues among teachers from different departments ❖ are able to assess the knowledge and language in their subject more efficiently 	<ul style="list-style-type: none"> ❖ Questionnaires will be used to see teachers' responses, questions, difficulties and thoughts. <ol style="list-style-type: none"> 1. Performance in their daily teaching by means of peer evaluation/visits. 2. Reflections from peer sharing. 3. Progress reports from the departments concerned. 4. Scores in students' work/projects and examinations.
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