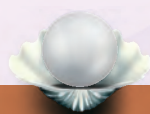




Integrating contents of other subjects into English learning

▲ Left to right: Ms WONG Kam-man, Mr WONG Kwan-ho and Ms NG Yu-kiu.



Teaching Philosophy

"English teaching at TWGHs Mrs. Wu York Yu Memorial College is carefully and purposely planned, in a way that allows students to learn English while learning other subjects. The English teaching team in the school has set up a task force to orchestrate the Language across the Curriculum (LaC) initiative, with the objective of incorporating English learning across different curricular subjects. The core idea is to integrate the content and vocabularies from other subjects into engaging and motivating English activities, such as drama and inter-house competitions."



Mr WONG Kwan-ho
(Years of Teaching: 21)

Ms WONG Kam-man
(Years of Teaching: 8)

Ms NG Yu-kiu
(Years of Teaching: 5)

School

**TWGHs Mrs. Wu York Yu
Memorial College**

Subjects taught

English Language (S1-6)

Teachers presented with the Certificate of Merit

Interview with the Teachers

Enhancing students' English Language skills through the positive attributes of "Language across the Curriculum" (LaC)



▲ "Can you use English to describe the current trends on climate change we learnt in our Geography lesson?"

The power of collaboration

Mr Wong Kwan-ho, the Head of LaC, said that the collaborative efforts among teachers have provided opportunities for students to apply their knowledge acquired in other subjects into English learning. For instance, S1-3 students are assigned with essay titles derived from other subjects for their English composition. "Students can hone their English skills when studying or doing homework of other subjects. It is beneficial to teachers as well, as they can get an overview of the whole curriculum and a full picture of what students learn in different subject areas," Mr Wong said. "In fact, the extended learning environment can widen students' exposure and their horizons in language learning."

Crafting a creative cross-curricular learning environment

Cross-curricular essay titles, presentations and drama productions during assemblies on cross-curricular themes enable students and teachers to explore English and knowledge of different subjects from a wider perspective. "Students will take turns to present what they learnt in other subjects in the form of English drama or presentations at assemblies. Every year, we have about 24 performances presented by different classes," Ms Ng said.

On one occasion, the students chose to convey various properties of different metals learnt in Chemistry lessons through a drama performance. "No doubt, this has greatly enhanced the interest of learning Chemistry; it has made it much easier to understand the hard facts about metal," Ms Wong said. "Even though I don't have a science background, I find it intriguing." In another collaborative exercise with the unit of Business, Accounting and Financial Studies, a group of S6 students held a mock auction. During the process they demonstrated the overwhelming confidence in summoning responses from the floor.

"Competition is a good way of helping students to combat stage fright and develop their language skills. We encourage students to speak up in real-life scenarios like job interviews. Speaking English has become a daily experience," said Mr Wong.

Students taking over their own learning

The team of teachers also spends a great deal of efforts in developing special e-booklets which assist students to learn English on their own. The booklets contain various resources materials ranging from practical usage of vocabularies, sound tracks on examination topics etc. They act as useful reference tools for students to prepare for assignments and examinations. Students can access these resources on their own accord.

The implementation of LaC has greatly enhanced the learning atmosphere in the school. "Students are more eager to learn in the dynamic and interactive environment and their English has shown improvement during the learning process. The formula is straight forward: practice makes perfect! The initiative is now bearing fruits after our determined and repeated efforts," said Mr Wong with a big smile.



▲ Students sharing their point of view on a discussion topic

Teachers' Sharing



◀ Acting out the Last Supper

Benefits for students

Students have developed keen language awareness in learning content subjects through our cross-curricular approach. In an S2 writing task for example, students are able to use their knowledge of artists and architecture in the Renaissance, which they have learned in History lessons, in writing an English composition about art. Through the cross-curricular learning activities, students realise that English learning is not confined to English lessons only, and better English skills can benefit their learning in other content subjects as well. We witness our students adopting a proactive attitude in learning English after we have implemented the LaC initiative.



▲ Learning environmental issues through drama

Authentic opportunities for using English

We also provide opportunities for students to obtain hands-on experience of using English. Through authentic tasks like hosting an English radio programme and interviewing foreign visitors at scenic spots, students are required to give natural, appropriate response to sustain conversational exchanges. These life-wide learning activities also help develop students' awareness of English Language in daily life experiences.

Putting textbook knowledge into practice is an effective way of learning English. An example is the cross-curricular job hunting experience jointly organised by the English panel and the Careers Unit. It offers students a valuable opportunity to demonstrate their creativity and apply their knowledge acquired from the elective module "Learning English through Workplace Communication" by identifying a suitable post, applying for the post and preparing for simulated job interviews.

Student-oriented and fun activities

Examinations have been made fun. By turning part of the speaking examination paper into an inter-house competition, participants are highly motivated to participate in the competition as well as to revise for their examinations. The competition boosts students' confidence and helps them learn not only from each other, but also from teachers of other subjects. To further encourage and facilitate independent learning, we have developed a school-based website called English iZone, on which multi-media resources and students' work have been uploaded for students' easy reference.

English teachers and teachers of other subjects give short talks in English during morning assemblies on a wide variety of topics including subject-related knowledge, current issues, common usage problems and idioms. Throughout the year, every class takes turn putting on a play during assembly, which is good training for scripts-writing and acting. On English Speaking Days, teachers of other subjects are invited to engage in English conversation with students and give quality feedback to them afterwards.



◀ Students engaged in cross-curricular writing.



Our continuous effort on implementing the LaC initiative in school has laid the groundwork for boosting students' confidence and motivation in learning through English. We have created ample language learning opportunities for students to learn and use English in natural and realistic settings using cross-curricular themes. Our students have developed critical thinking skills, creativity, free expression, positive attitudes and independent learning skills through various learning modes.



Assessment Summary

Promoting students' language proficiency through the adoption of the Language across the Curriculum initiative



▲ An English drama production based on topics learnt in Chemistry lessons

The awarded teachers believe that creating a rich English Language learning environment in the school is the best way to improve students' English proficiency. To this end, they come up with sustainable and feasible measures that would benefit as many students as possible. They believe that students should develop keen language awareness in learning content subjects. Based on previous experience in conducting cross-curricular reading and writing projects at school, the teachers believe that a holistic Language across the Curriculum (LaC) approach can raise the English standards of the students as well as enhance their learning of other subjects. Hence, a detailed and structured programme plan with clear objectives is put in place. Close collaboration has enabled the teachers to put their ideas into practice. Cross-curricular writing activities and oral presentations, enriching co-curricular activities such as English iZone, Lunch Music Video Time and English Time are provided. On-line strategies handbooks, which enable learners to learn more efficiently and independently in English, are prepared. All these lead to a revamp in the curriculum design as well as a change in teaching culture among teachers at their school. A school culture that both English and teachers of other subjects play an important part in helping students develop competency in English has emerged.

A learner-centred teaching strategy with effective cross-curricular learning activities relating to the daily life experiences of learners is adopted. The teachers strive to create language learning opportunities for

students to learn and use English in natural and realistic settings. Themes used are cross-curricular in order to connect the learning experiences in the English lessons and those of other subjects in school. Students are also encouraged to learn through co-curricular activities outside class time. These activities promote learners' interest in learning English and boost their confidence in using English for practical purposes. Various modes of teaching strategies are used to develop students' critical thinking skills, creativity, free expression, positive attitudes and independent learning skills.

The teachers have succeeded in initiating a change in the school by implementing the LaC initiative. The initiative has created a language-rich environment for learners at school. The teachers are dedicated to their work and have demonstrated seamless collaboration in creating a motivating learning environment for students. They also contribute to the school and local community regularly through professional development workshops to raise the awareness of the importance of holistic language development across the curriculum.



Ways to Obtain Information on the Teaching Practice



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