

## **Programme plan of Language-Across-the-Curriculum (LAC) 2017-2018**

**Language-across-the-Curriculum (LAC) is an approach of instruction that integrates language learning with subject content learning.**

**Content subjects provide a context for language while effective language development facilitates the learning of content subjects.**

### **Objectives of LAC committee:**

- help the school formulate and coordinate measures for the implementation of the EMI policy across the curriculum;
- lead teachers to adopt the LAC approach so as to teach more effectively in English; and
- help students learn subject content in English better.

### **Implementation plan**

For junior form EMI subjects :

**Geography, History, EPA, Liberal Studies, Integrated Science , Mathematics, And F.3 Physics, Chemistry and Biology**

### **I. Strategies adopted in different content subjects in junior form to**

**(1) enhance language proficiency (2) help students learn subject content better**

#### **1. Build up subject-specific vocabulary to boost reading and writing skills**

##### **Subject-specific glossary**

- Subject-specific glossary is built up by different content subjects in junior form.
- This greatly help student to have better understanding the subject content.
- **Glossary** for each unit with Chinese translation is edited for junior form students.
- **Some key terms with examples** (if possible) and **explanation in English** will also be prepared.
- Students should know how to apply the glossary and express them in phrases or in complete sentences.
- **Short quizzes on the students' application of the glossary or dictation in sentence length** are encouraged after each unit for F.1 students.

##### **Resource package /Learning package**

- **Resource package** providing the definition of glossary with Chinese translation. Some key terms with examples (if possible) and explanation in English should

also be prepared for F.1 students.

- *All EMI content subjects should submitted the hard copy of F.1 subject-based LAC learning package to the school office by the end of Sept*

## 2. Language structure exercises and bridging programmes to

### (i) strengthen language structure and

### (ii) bridge students from CMI primary schools to our EMI environment

#### Bridging Programme

- In early Sept, **common classroom language** for individual content subjects should be briefed to F.1 students.
- **Learning packages** with notes and exercises on those common subject-specific directive terms and question patterns in respective subject content should be briefed to F.1 students.
- *Learning package of the bridging programme for F.1 students should be submitted to the school office by the end of Sept.*

#### Language training Exercises

Language skills exercises of different levels are given to F.1 students.

- Students are required to complete grammar exercises with specific-subject content.
- This allows students to master the use of suitable terminologies, words and accurate grammars in assignment and examinations.
- **Some sentence structures** commonly used in science experimental reports should also be introduced to students.
- Students are also advised to **underline question words & circle key terms** in question-answer books in exams.
- **Language skills exercises should be given to F.1 students after each topic or module.**
- **Vertical linkage from form 1 to form 3 should be focused.**
- *Soft copy of good student work of the above language skills exercises should*

*be scanned and uploaded to the school server at the end of each school term.*

**Success criteria:**

**By the end of school term.**

**for each EMI content subject, F.1 students should be able to express from word level to sentence level and then to short paragraph level.**

**They are able to apply the language skills they have learnt to present a cross-curricular project report.**

**3. Thematic book exhibitions & extensive reading scheme to strengthen reading skills**

Collaborate with school library, thematic book exhibition will be held in the school library, relevant subject-based extensive reading scheme will also be integrated with the book exhibition.

Students are required to hand in a short book report after the thematic book exhibition.

**Relevant content subjects should make a record of the borrowing rate.**

**It is highly recommended for each subject to make a record for borrowing rate of subject-based extensive reading scheme.**

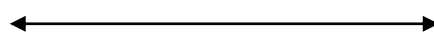
**For example, the total number of books has been read for each class and each form.**

*Soft copy of good book report should be scanned and upload to the school server at the end of school term.*

**Schedule of thematic book exhibition and extensive reading scheme of LAC subjects of 2017-2018**

	<b>F.1</b>	<b>F.2</b>	<b>F.3</b>
Oct	Maths	Geog	Hist
Nov – mid Dec	Hist	IS	Maths
Feb- Mar	IS	Hist	Geog
April- May	Geog	Maths	Science (physic/chem./biology)

**LAC content subjects should also encourage students to borrow those class library LAC books.**

**II. Support from the English Department for content subjects using English as MOI****Content Mapping****Content subject****English Language****Specific topic****Language skills**

Knowledge and Language skills needed for the topic is taught by content subjects first.

To enhance such language skills through English tasks.

(Marked by English Teachers  
Evaluated by English Teachers)

To use such language skills in content subject tasks

(Marked by content subject Teachers  
Evaluated by content subject Teachers)

**Schedule for collaboration with English department 2016-17**

	1 <sup>st</sup> term			T i/c	2 <sup>nd</sup> term			T i/c
F.1	Oct/ Nov	English department	Book report	CC	Dec	English department	Wh-words (forming questions)	CC
		Integrated Science	Procedure writing	MY	Feb	Liberal studies	Design a questionnaire	WT
					March /April	English department	Quantifiers (Analyzing data)	CC
						Maths	Presentation of data	TY
F.2	Late Nov	English department	Reported speech	JL	Late April	English department	Narrative writing	JL
		Liberal studies	Interview skills	WW		History	Story-writing	HT
F.3	Dec	English department	Complaint letter	YK	Late May	English department	Comprehension on a global issue	YK
		EPA	Response letter	MS		Geography	Essay-writing on a global issue	MA

### III. Evaluation of LAC

#### Performance Indicators:

- Teachers' observation of students' response, participation and performance during lessons
- Related and targeted exam item results

#### Success Criteria:

By comparing the results of the first exam with that of final exam, it is hoped to achieve:

- that each subject shows a **5% increase in passing rate** from the first exam to the final exam; and/ or
- that in each subject, the lower achievers show a 10% increase in examination marks from the first exam to final exam.

#### Summary

LAC COORDINATORS									LAC/CAC COORDINATORS	
	Maths	Geog	Hist	IS	EPA	Phy	Chem	Bio	English	LS
F.1	TY (TH)	YY	WS	MY					CC	WT
F.2	PU	MA	HT	WP					JL	WW
F.3	KH	MA	YU		MS	KG	CY	LK	YK	
Over i/c	KH	MA	YU	LK	MS	LK			CC	WT

*Form coordinators should be responsible for*

- monitoring the implementation of LAC programme,*
- collection of learning packages and students' work,*
- standardization of files names and*
- compiling the evaluation reports.*

**Schedules of collection of Learning Packages and good students' work**

Hard copies of subject-based LAC learning packages	End of Sept End of June
Soft copies of subject-based LAC learning packages	End of Jan End of June
Hard copies of Good LAC homework : Language exercises, dictation & quizzes, book reports, issues, science reports. essay	Nov
Soft copies of Good LAC homework : Language exercises, dictation & quizzes, book reports, issues, science reports. essay	End of Jan End of June

Each panel is advised to remind the panel members to collect good students' work and scan them into compact pdf format and upload to Public / temp/ LAC GDWK 17-18.

Two folders : GD LAC Homework  
GDWK with Eng Dept