



知識薈萃:「香港教育與未來學習」創新程

“Hong Kong Education and Future Learning” Knowledge Fair –  
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# Enhancing the Effectiveness of English Medium Instruction (EMI) with Language Across the Curriculum (LAC)

## 通過跨課程語言學習 (LAC) 提升以英語為教學語言 (EMI) 的效能

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# Agenda 大綱



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- I. Overview of EMI in Hong Kong 香港以英語為教學語言的概況
- II. Language Across the Curriculum (LAC): Models & Effectiveness 跨課程語言學習：範例和效能
- III. Implications for policy and practice 對政策和實踐的啟示

# I. Overview of EMI in Hong Kong

## 香港以英語為教學語言的概況



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- Use of students' additional language (L2) as the medium of instruction of content subjects

以學生的其他語言作為學科的教學語言

- Similar to other bilingual education programmes (e.g. immersion, Content and Language Integrated Learning [CLIL])

與世界其他地方的雙語教育課程（例如沉浸式課程、學科內容與語言融合教學）類同

- Aims: “additive bilingualism” – students learn L2 more effectively without sacrifice in L1 or academic achievement

目標：學生在不犧牲母語或學業成績的情況下更有效地學習其他語言

# Challenges for EMI in Hong Kong

## 以英語為教學語言面臨的挑戰



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- EMI students in Hong Kong enjoyed some advantages in English learning, but suffered in their academic achievement (e.g. Marsh et al., 2000, 2002; Lo & Lo, 2014)

香港的 EMI 學生在英語學習方面享有一些優勢，但學業成績卻受到影響

- Difficulties caused by subject-specific academic language

學生難以掌握學科的學術語言

- Students' readiness (English proficiency level, academic ability)

學生的英語水平或學習能力不足

- Teachers' training (content subject teachers incorporating language scaffolding in their lessons)

學科老師的培訓：如何在課堂中加入語言教學或支援

## II. LAC: Models

### 跨課程語言學習：模式



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- A concept and a policy “*linking different forms and aspects of language education within the school, particularly emphasising the role of language in all subject-matter learning*” (Vollmer, 2007, p. 177)

將學校內不同形式和面向的語言教育聯繫起來，特別強調語言在所有學科學習中的作用

- Curriculum planning level: cross-curricular collaboration

課程規劃層面：跨學科協作

- Pedagogical level: more content and language integrated teaching in content subject lessons

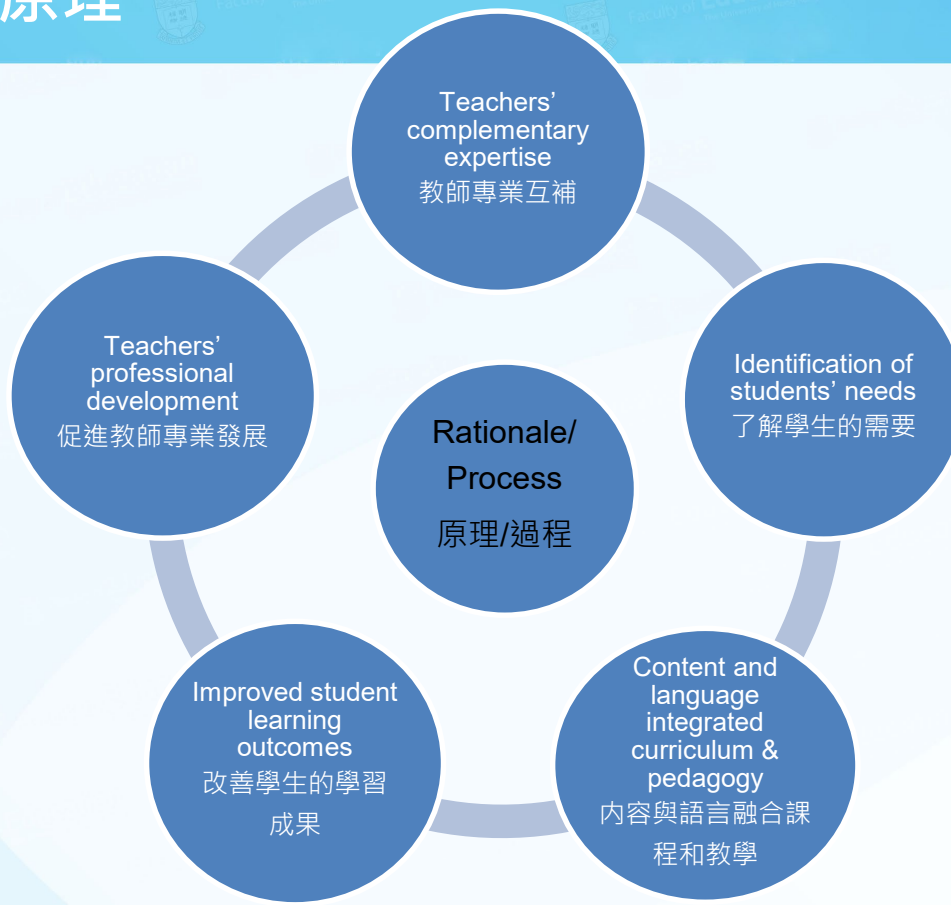
教學層面：在學科課堂中實踐內容與語言融合教學

# (a) Cross-curricular collaboration: Rationale

## 跨學科協作：原理



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# (a) Cross-curricular collaboration: Models

## 跨學科協作：模式



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### Formal Collaboration 正式合作

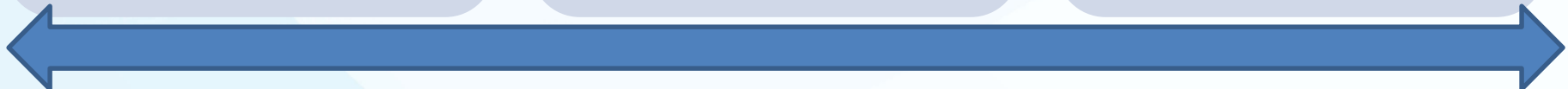
- Co-planning curriculum and teaching materials
- Conducting lesson observations
- Professional development opportunities

### Informal collaboration 非正式合作

- Ad-hoc/bottom up collaboration among teachers
- Complementary to formal collaboration
- Conducive to sustainable collaborative culture in schools

### Co-curricular activities 聯課活動

- Provide a whole-school English-rich environment
- Increase students' exposure & interest
- Complementary to formal curriculum

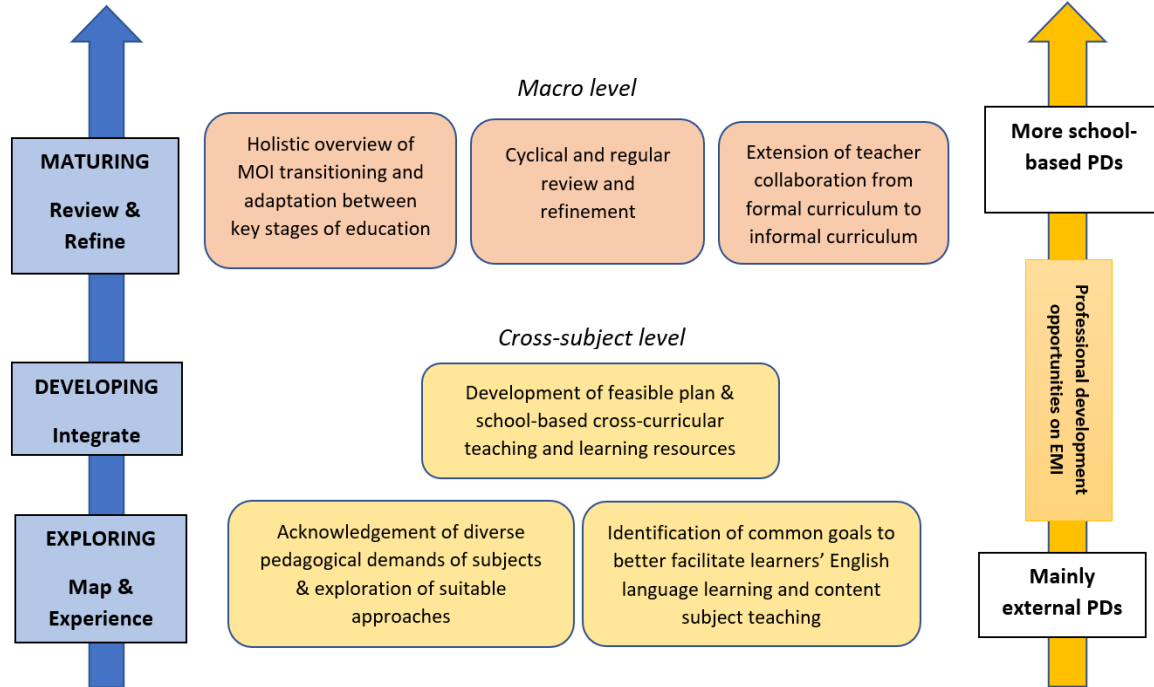


# (a) Cross-curricular collaboration: Continuum



## 跨學科協作：演變

- ✓ whether cross-curricular collaboration is well planned *and* implemented; 跨學科協作是否妥善規劃和實施
- ✓ subject-specific or integrated across the English and content subject curricula; 只限於某些學科或整合英語和各學科的課程
- ✓ level-confined or connecting between different key stages of education; 只限於某些級別或連結各個學習階段
- ✓ in the formal curriculum only, or extending to co-curricular activities. 僅在正式課程中，或擴展到聯課活動





## (b) Content and language integrated pedagogy

### 內容與語言融合教學



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- Content subject teachers in EMI are responsible for content and language teaching

EMI 學科教師肩負教授學科知識和語言的責任

- Dual challenges for EMI teachers, most of whom were trained as subject specialists only

EMI學科教師的師資培訓多針對學科教學，令他們面對不少挑戰

- Urgent need for professional development (PD) on language awareness and scaffolding strategies

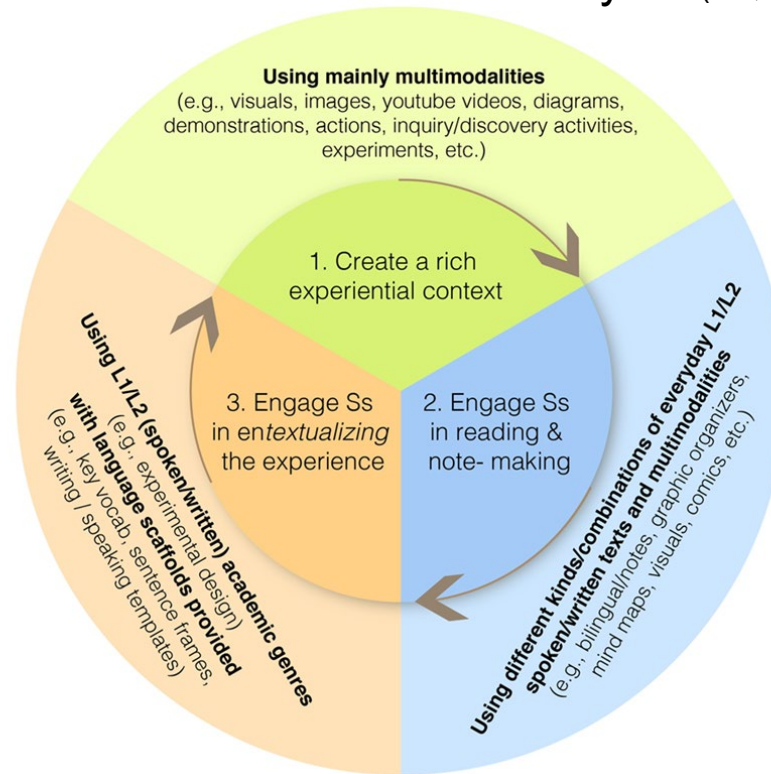
EMI學科教師急需關於語言認知和語言支援策略等的專業培訓

# (b) Content and language integrated pedagogy: framework

## 內容與語言融合教學：架構



### Multimodalities-Entextualisation-Cycle (Lin, 2016)



## II. LAC: Effectiveness

### 跨課程語言學習：效能



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- Teachers' enhanced language awareness & content and language classroom practices (He & Lin, 2018; Lo, 2015, 2019; Lo et al., 2022)

教師的語言認知有所提升，並加強實踐內容與語言融合教學

- Improved students' learning outcomes, particularly academic literacies (Fan & Lo, 2016; Lo, 2015; Lo et al., 2017; Lo & Jeong, 2018)

學生的學習成果有進步，尤其是學科專用語言之讀寫能力

# III. Implications for policy and practice

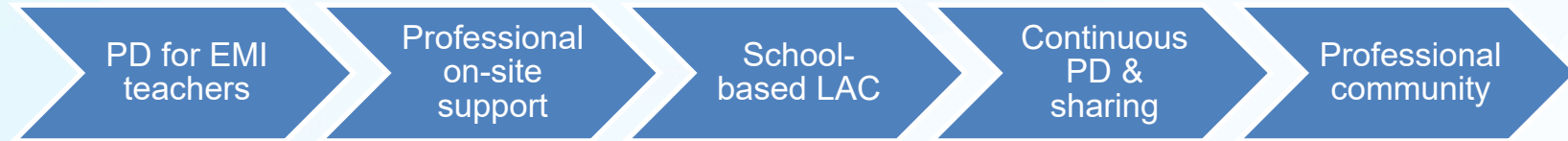
## 對政策和實踐的啟示



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### 1. A holistic model for EMI teaching and teacher education

#### EMI 教學和教師專業培訓的整體模型





# III. Implications for policy and practice

## 2. Policy makers: Continuous support & resources for EMI PD and LAC initiative

政策制定者應持續為EMI 教師的專業培訓和跨課程語言學習提供支援和資源

## 3. School leaders: Blueprint, coordination, support for teachers & recognition of their efforts

學校領導可提供發展藍圖，協調和支持教師在教學或協作上的嘗試，並認可他們的努力

## 3. Teachers: Student-oriented mindset; receptive of new roles & pedagogical practices

教師應以生為本，勇於接受新角色和嘗試新的教學策略

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# Q&A 問答



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- Please ask your questions in the Panel Discussion  
請在稍後小組討論環節發問

or 或

- Send email to [eduert@hku.hk](mailto:eduert@hku.hk)  
電郵至 eduert@hku.hk



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Thank you  
謝謝