

The University of Hong Kong  
Faculty of Education

**Postgraduate Certificate in Advanced Educational Studies  
(PCAES)**

**Language Across the Curriculum**

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This specialism is designed for content teachers who are directly involved in English medium (EMI) teaching as well as English language teachers responsible for supporting EMI content teaching. It aims to provide both content and language teachers with the linguistic principles and knowledge to develop and implement language-across-the-curriculum (LAC) initiatives in their schools to improve both English academic literacy instruction and EMI content instruction.

This specialism is a timely response to the new medium of instruction (MOI) policy in Hong Kong. Under this policy many formerly Chinese medium (CMI) schools are embarking on changing some of their content subjects from CMI to EMI. There is thus an urgent need to prepare both content teachers for teaching academic subjects in English and English language teachers for carrying out LAC initiatives to support content teachers in schools. It is expected that there will be a great demand for the proposed specialism, which is new in Hong Kong and The University of Hong Kong is the first to develop this specialism to respond to the immediate needs of school communities.

**Who would benefit from this specialism?**

Content and language teachers in primary, secondary or tertiary sectors, and other educators who are directly involved in or supporting EMI content teaching. The specialism also provides an important foundation for participants who would like to carry on to pursue a PhD or an EdD in the field of English academic literacy and language across the curriculum.

**Mode of study:**

To be available on part-time mode.

Participants may complete the programme normally within one to two academic years or not more than 4 years, by taking one or two modules per semester. For further information, please contact the course coordinator, Dr Angel Lin on 2859-2784 by email [angellin@hku.hk](mailto:angellin@hku.hk) or via this website <http://web.edu.hku.hk/programme/pcaes/>.

## **Outline of the Core Modules**

PCAES participants will be required to take any 3 specialist modules from the list below:

### **Module 1: Academic literacy in science and mathematics**

This module focuses on raising both content teachers' and English teachers' academic language awareness. Specifically it aims to introduce teachers to the different kinds of academic text types characteristic of the disciplines of science and mathematics. The grammatical and lexical features typically found in these text types are systematically analysed. The ultimate goal of the module is to equip teachers and educators with the knowledge and skills to identify and describe the language demands of academic texts and tasks in the disciplines of science and mathematics, and to develop language support measures to assist students in learning this academic content in English. Assessment: 100% coursework.

### **Module 2: Academic literacy in the social sciences and humanities**

The aim of this module is also to raise both content teachers' and English teachers' academic language awareness, with an emphasis on the different kinds of academic text types specific to the social sciences and humanities. The grammatical and lexical features common to these text types are systematically examined. The ultimate goal is this module to equip teachers and educators with the knowledge and skills needed to identify and describe the language demands of academic texts and tasks in the social sciences and humanities as well as to develop language support systems to assist students in learning this academic content in English. Assessment: 100% coursework.

### **Module 3: Bridging pedagogy in school-based language across the curriculum**

This module aims at introducing teachers and educators to the principles and practice of bridging pedagogical approaches that are designed to assist ESL/EFL learners in acquiring the kind of academic literacy required of different academic disciplines. Specifically its goal is to enhance both content and language teachers' understanding of sociocultural scaffolding by making use of multi-media and multimodal resources and a range of linguistic bridging strategies. Assessment: 100% coursework.

### **Module 4: Principles and practice of language across the curriculum**

This module introduces teachers and educators to the principles and practice of LAC. It covers the historical development of the field by discussing two key related approaches, namely, content-based instruction (CBI) and content and language integrated learning (CLIL). The different contexts in which these approaches have developed will also be studied with a view to adapting them to suit varying new pedagogical contexts. Assessment: 100% coursework.