Hong Kong True Light College
Language Across Curriculum (LAC)

1. Overview

With a view to coordinating and overseeing all strategies and pedagogies in promoting English language learning across the junior form curriculum, the school has commissioned a dedicated group to review the language education practices across the curriculum. Led by the Head of English Department and Assistant Prefect of Studies, the LAC group comprises members from all subject panel heads and English teachers who are involved in using English as medium of instruction (MOI) in S1 to S3. The commission of the group has been the strategic initiative to enhancing professional development on language education among teachers so as to provide subject-specific language support to all students.

The objectives of the LAC group include:

- To oversee and coordinate the strategies in promoting English language learning across the junior form curriculum;
- To provide subject-specific support, guidance and advice to different subjects on language teaching;
- To review the language education practices across the curriculum and evaluate their effectiveness; and
- To enhance professional development on language education among teachers.

In line with the school's 3-year development plan, the LAC group is committed to working on the following target goals in 2025-26:

- To promote the use of English across the curriculum as a means of communication, fostering students' self-directed learning and lifelong learning skills.
- To enhance students' English learning experience through effective daily teaching and assessment practices.
- To encourage the use of English beyond the classroom by integrating it into whole-school activities.
- To cultivate a reading culture among students by incorporating newspaper and magazine articles into classroom activities.

2. LAC Implementation in 2025-26

Thanks to the supportive and determined school administration taking a strong executive lead in promoting language education, the LAC group has the liberty to deploy the generous resources offered by the school and the school sponsoring body in support of promoting English learning. A strategic goal since 2021 has been on enhancing professional development, which has been receiving full support from the school administration in actively engaging teachers from various subject areas in school-based PD support prorgammes and in taking PD courses. In particular, the following section summarizes the current LAC implementation that has been in practice to promote language education.





Language Across Curriculum aims
to make English learning happen everywhere in True Light

i. Cross-curricular LAC implementation in curriculum design (MOI model)

At present, two subjects in different KLAs, namely Integrated Science (IS) and *STEAM*, are entirely taught in English as MOI in all S1-S2 classes. To provide the best language support to these two subjects, English teachers have been deployed to the curriculum planning and teaching of the subjects (with one lesson LAC per week). The LAC lessons form an integral part of the LAC curriculum that focuses on the academic English use across different KLAs. The introduction of these subjects has provided a comprehensive coverage on authentic use of English for all S1-S2 students in different KLAs. In S1 and S2, for two selected classes, English has also been adopted as MOI for six content subjects, including Mathematics, Integrated Science, History, Geography, STEAM, and Computer Literacy. All teachers are experienced teachers using English as MOI.



All students learn Integrated Science in English in S1 and S2.

For S3, all students use English as MOI for some S4 DSE elective subjects to be taken in English, including Physics, Chemistry, and Biology. In addition, two classes use English as MOI for Mathematics.

ii. Bridging curriculum and teaching materials to cater for learners' diversity

Pre-S1 bridging and summer bridging programmes have been designed and conducted to cater for learners' diversity with a specific focus on providing academic language support, covering individual language needs in various subjects from Mathematics to IS.





Fun-filled language enriching bridging programmes to cater for learners' diversity

iii. Students' daily learning in classroom and in assignments/ assessments

To improve students' confidence and proficiency in English reading, writing, listening and speaking, emphasis on writing in complete sentences has been placed across different subjects in their daily assignments and/or assessments, with subject teachers providing continuous language feedback on students' use of English, followed up by English teachers for further consolidation. To further enhance students' confidence in speaking, subject-specific presentations and projects (e.g. science) are supported by the English department as part of their speaking training.

To award students' proper use of academic English, an Effective Communication (EC) component with a language-specific marking scheme has been incorporated in the design of assessment in different subjects. Assessments in six different subjects (IS, Chemistry, Physics, Biology, History and Geography) have been designed to be followed up by English teachers to reinforce students' proper use of academic English.

iv. English learning in Extended Learning Activities across the curriculum

In addition to daily classroom learning, various cross-curricular initiatives are conducted in different forms and across a range of subjects with a view to enhancing students' use of English as a communicative tool for developing their self-directed learning and life-long learning skills, such as the Jurassic Garage animal encounter for S1 IS. Students and even parents have enjoyed witnessing the fruits of success when students showcasing their learning.



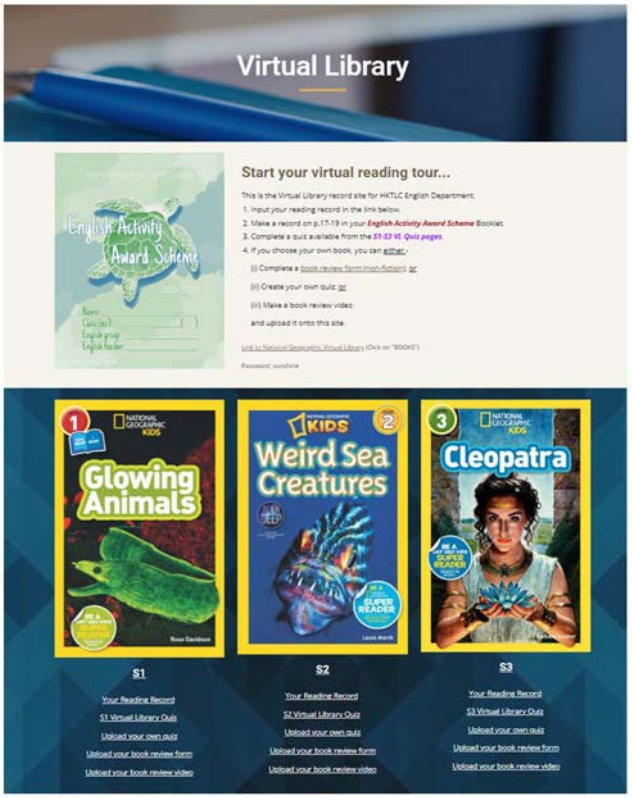


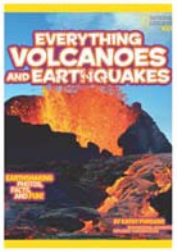


S1 Jurassic Garage presentations

v. Reading across Curriculum

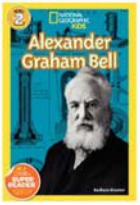
Reading is essential for developing English literacy. To promote Reading across Curriculum (RaC), the English Department has developed a customized online reading website, *Virtual Library*, to incorporate appropriate reading materials in various subjects in the S1-S3 curriculum from IS, History to Geography. Reading materials were selected and accompanied by reading quizzes designed by teachers or students themselves, and covered a wide range of topics in different subjects.





Everything Volcanoes and Earthquakes

Quiz: Everything Volcanoes and Earthquakes



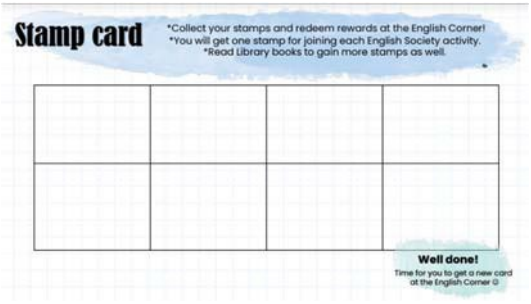
Alexander Graham Bell

Quiz: Alexander Graham Bell

vi. Cultivating an English-friendly campus outside classroom

Fostering an English-friendly campus is conducive to language learning as well. To promote the use of English outside classroom, the English department has been committed to organizing regular whole-school English activities outside classroom by the NETs, and students are awarded for their active participation in these activities in the department's English Activity and Reading Award Scheme (EARAS).







The EARAS to engage students in English reading and activities outside classroom



Excursions and outings for inquiry-based project learning are featured in English lessons when S1-S3 students are taken to learn and apply English in the community.



Cultivating an English campus in extended learning activities outside classroom

There have also been regular English assemblies for gospel, morning bulletins, morning prayers and book sharing sessions in English by different NETs and the English teachers. Besides, the English week is the annual festival of a series of interactive whole-school lunch-time activities. Students have actively participated in all these activities and are motivated to use English outside classroom.



LAC in Religious Education: English assemblies for gospel and morning prayers



LAC in Moral and Civic Education: Book sharing sessions in English by different English teachers and students

vii. Teachers' professional development in language education

Enhancing teachers' professional development (PD) in language education improves LAC implementation effectiveness. There have been regular co-prep meetings conducted for IS, and LAC curriculum, lesson and assessment planning to establish effective communication channels between subject and English teachers.

Through such collaboration, cross-curricular language support in curriculum planning and development of teaching materials, such as teaching worksheets with specific academic English patterns for different subjects, has been in place. An effective sharing platform of teaching materials has also been in place. Besides, in-house professional development workshops and seminars have been conducted for Science, Technology and PSHE teachers using EMI in classes.



Collaboration with tertiary institutions to keep abreast of LAC developments

In addition to professional exchanges among colleagues, it is essential to promote professional dialogue with the wider teaching community. In the 2024–2025 school year, teachers from the Science and English departments participated in school-based LAC-related professional development (PD) training, including an intensive 30-hour programme offered by HKU. Other teachers also received LAC training through various PD courses at the University of Hong Kong and The Hong Kong Polytechnic University, which included lesson observations.

To keep abreast of the latest development in LAC, the LAC group has been working closely together with other schools and tertiary institutions. Currently, a focused school-based LAC support programme has been in place in collaboration with the Faculty of Education of the University of Hong Kong, which provides professional subject-specific LAC consultancy and advice on PSHE and IS. Lesson observations on LAC implementation have been conducted (IS) by subject experts from external organizations and the English consultant. Since 2020, our LAC group has been sharing their experience as invited speakers on the practical implementation of language promotion across curriculum on different occasions at universities to stay connected with other education practitioners.



Sharing on LAC implementation at the University of Hong Kong to stay connected with the education community (left: Nov 2024; right: July 2025)

3. Conclusion

Overall, LAC cross-curricular support in curriculum planning and developing teaching materials has been implemented in various areas, in particular in the design of teaching materials, the promotion of Reading across Curriculum, and the assignments and assessments to encourage and award students' proper use of academic English. Consolidation and follow-up work have been initiated and carried out by the English department. Teachers' professional development in language education has been promoted through the promotion of professional dialogue among teachers and the participation in various school-based projects on LAC. Gaining better understanding of expectations and LAC practice, teachers in all departments have been embracing the idea of LAC implementation in their classroom teaching and curriculum design, with a view to benefiting students' holistic growth by means of mastering English as a language for effective communication.