

WSA – EC

Pasir Ris Crest Secondary School



Outline

- 1) Our Journey: WSA-EC
- 2) Creating the buy-in for WSA-EC
- 3) Exemplifying The “whole-school” approach
- 4) WSA-EC in the classrooms (CALP)
- 5) Feedback on WSA-EC



1. Our Journey: WSA-EC

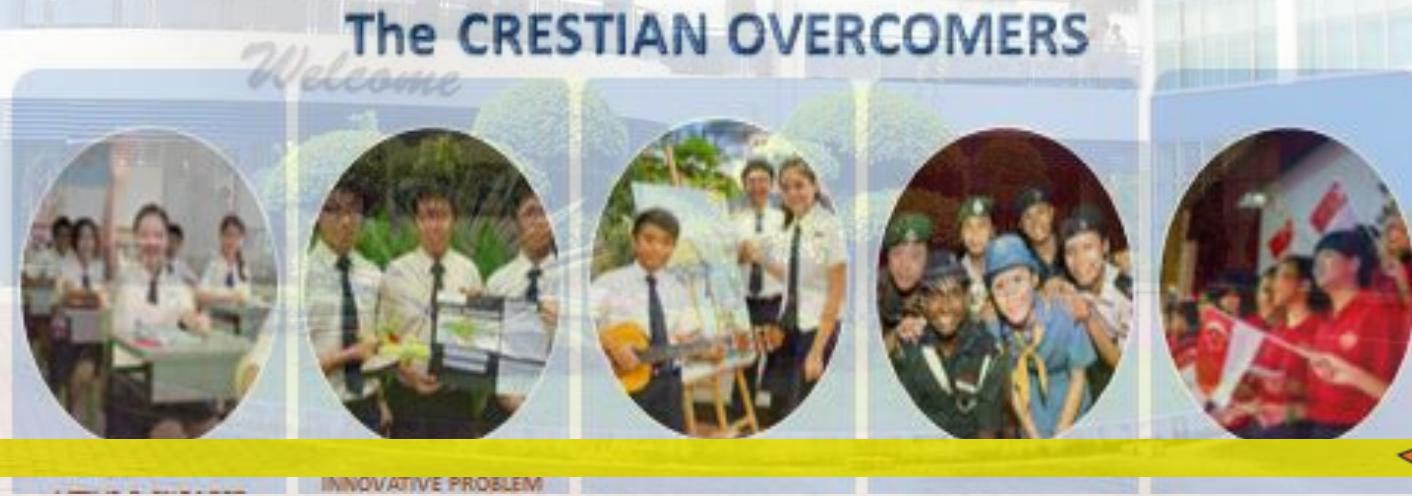
- PRCS embarked on the WSA-EC journey this year
- Recognised the importance of language because:
 - Not just focused on English as a subject
 - Directly related to all subjects



1. Our Journey: WSA-EC

- It is in line with our desired learning outcomes (Effective communicators)

1. Active and Engaged Learner
2. Innovative Problem Solver
3. Effective Communicator
4. Self-Disciplined and Responsible Leader
5. Active and Concerned Citizen with Global Awareness



- Communication is also our ALP next year, Applied Learning Programme.
- English has been a strong subject for the school and is used in all disciplines.



2. Creating the buy-in for WSA-EC

Sharing of rationale

Champions from departments

Subject-specific courses and initiatives for staff

Culture of school



Sharing of rationale during our OSS

- The whole-school approach to effective communication is about becoming more aware about our language use especially in the classroom.
- The aim is to model the right language use.
- This improves student's understanding of concepts.
- It is not a Speak Good English campaign.



Champions from various departments

- WSA-EC team consisted of KPs and staff from various departments who attended the WSA-EC train the trainer course.

Science

Maths

Aesthetics,
craft and
technology

PE

Humanities



Subject-specific courses and initiatives

- Science : British Council, Teacher Development Centre, “ English-Teaching Techniques for Science Teachers”
- Other departments : own programme and materials for the classroom

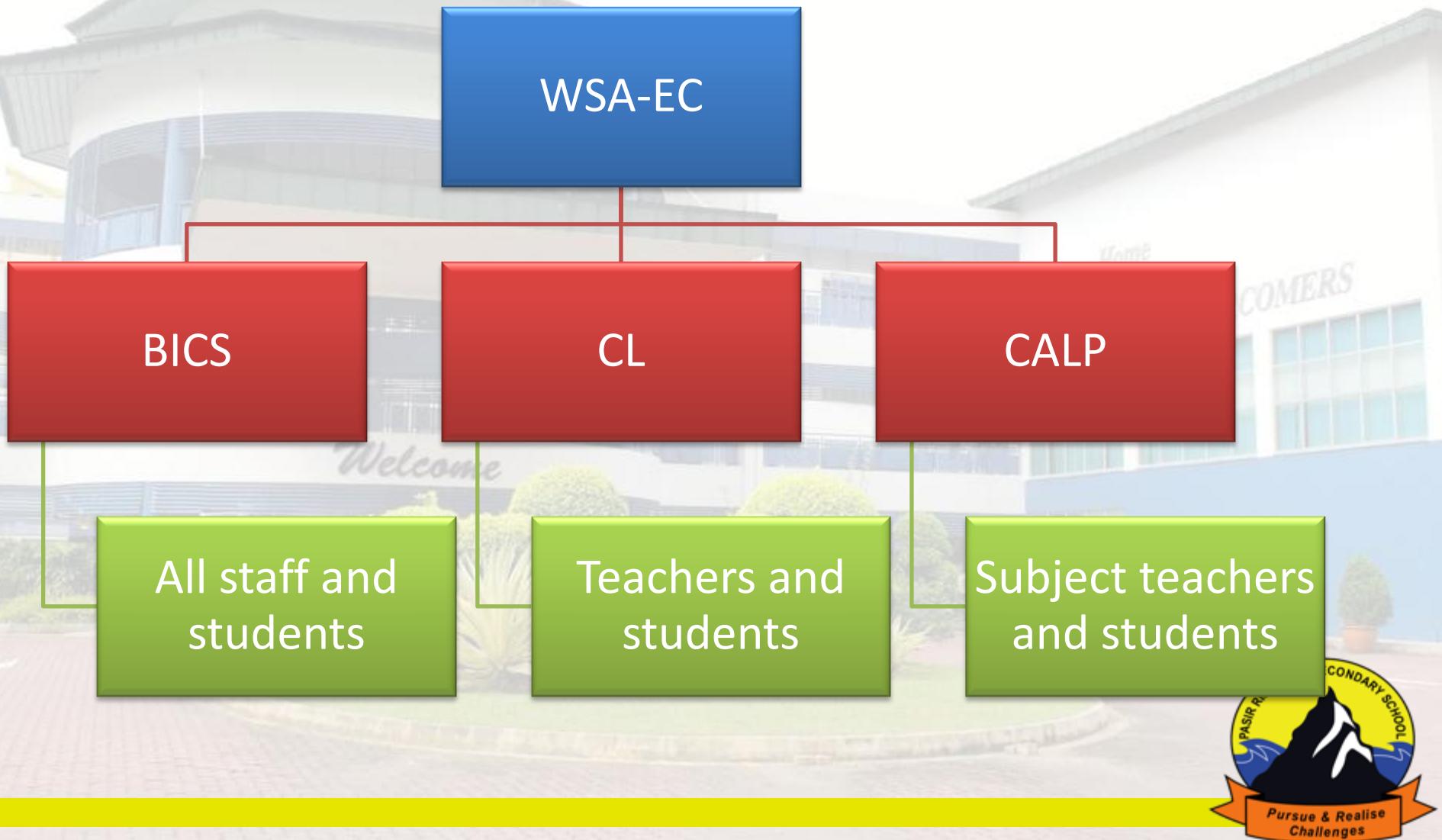


Culture of the school

- There is a strong emphasis on effective communication.
- Critical and Spontaneous writing initiative has contributions not just from the English department but from other departments such as ACT (Aesthetics, craft and technology)
- HDP remarks are vetted for grammar not just content by school leaders.



3.Exemplifying the “whole-school” approach to WSA-EC



BICS- Basic Interpersonal Communication Skills

- Students' use of language to socialise
- Teachers' use of language to build rapport
- To introduce new concepts in terms familiar to students



Classroom Language (CL)

- Teachers' and students' use of language in classroom routines

E.g.

- giving instructions
- questioning
- classroom management



Our initiatives for the School community

- Word of the Week Programme/ Common Errors of English
 - Email
 - School messaging system



WORD OF THE WEEK

ambivalent /am'bivl(ə)l(ə)nt/ Adjective

having mixed feelings or contradictory ideas about something or someone.

Sentence:

1. Some of us hate this idea and some love it but few of us are ambivalent about it.
2. Netizens of today have an ambivalent attitude towards technology.

Done by the MCC Gavel Club members:

Asyura 1/3, Aneesah 1/ 2 , Joleen 1/3 Elshaddai 1/6, Melinda 4/3



Word of the Week

steep (/sti:p/) (st-eee-p) (long vowel /i:/)

Word form: adjective (describes a noun)

Meaning 1 : (Of a slope, flight of stairs, or angle) rising or falling sharply; almost perpendicular

Meaning 2: (Of a rise or fall in an amount) very large or rapid

Meaning 3: informal (Of a price or demand) not reasonable; excessive



Word of the Week

- Sentence 1 (Meaning 1): The slope is so steep that we were exhausted by the time we completed the trek.
- Sentence 2 (Meaning 2): There is a steep rise in the number of people employed this year.
- Sentence 3 (Meaning 3): The prices of cars are so steep that we can hardly afford them anymore.



Common Errors in English

- Pronunciation- Success, children, three
- Grammar
- Semantics – Irregardless/Regardless, Enquiry/Inquiry



Our initiatives in school administration

- Review of all termly report card remarks by the Principal and VPs for language accuracy.
- School leaders and fellow KPs provide timely feedback on the language used during assembly
- Letters to parents are vetted by school leaders for language accuracy.
- Notes of meetings are thoroughly vetted by VP and P



HDP Remarks

[REDACTED] is a student who respects others' ideas and this is seen during class discussions. She is an independent worker and completes tasks to the best of her ability. She takes the initiative to help her classmate [REDACTED] take down notes and collect worksheets when she is absent.

[REDACTED] is a cheerful student who greets her peers and teachers with a smile. She is reflective and is willing to learn from her mistakes. She is aware of her own strengths as well as areas to improve on and needs to address these areas.

[REDACTED] has an amiable personality and enjoys her interactions with her peers. She has displayed a willingness to improve this term. To improve further, she needs to plan her time well and be more receptive to constructive feedback.

[REDACTED] is a courteous student who shows respect towards her teachers and peers. She is an independent worker and requires little supervision. She has to voice her opinions more often in class in order to participate actively in group discussions.

[REDACTED] is a cheerful student and is willing to persevere in spite of set-backs. She is aware of the areas she has to improve in and needs to take steps to address them. It would do her good if she reconsiders some of her study habits.

HDP Remarks

[REDACTED] is a diligent student and consistently submits work of good quality. She has strong moral values that guides her decisions and actions. She stands up for what is right even when it is challenging to do so.

[REDACTED] is a mature and sensible student who projects self-confidence and enthusiasm. She is vocal and is able to put forth her opinions coherently and in an amiable manner. Friendly and good-natured, she is popular among her friends. In her work, she is systematic in planning and completes the tasks given to her in an efficient manner.

[REDACTED] has produced good work this term but needs to improve on her level of concentration in class. When in doubt, she will not hesitate to ask questions and seek assistance. She needs to have more confidence in herself to be able to interact more with people around her in order to attain greater satisfaction from school experiences.

[REDACTED] a reliable Class Secretary. She gets along very well with her classmates and is well-liked. She works independently and is able to complete her work on time. She consistently submits work of good quality.

Our initiatives for students

- Language evaluation and research on new vocabulary
 - Media Communication Club students who are part of the Gavel Club



Language Evaluation

Vocabulary

Grammar

Pronunciation



Language Evaluation

Pronunciation

- DCF vs. tri

- sarcastic

vs.

sʌkəsɪʃn

Aeroplane cost much

- protective of my
health

Grammar

You don't

w what to be
e future. make

ve of you are
ke.

ing out for con
serve
cream S

Vocab

- short-sighted

- going games

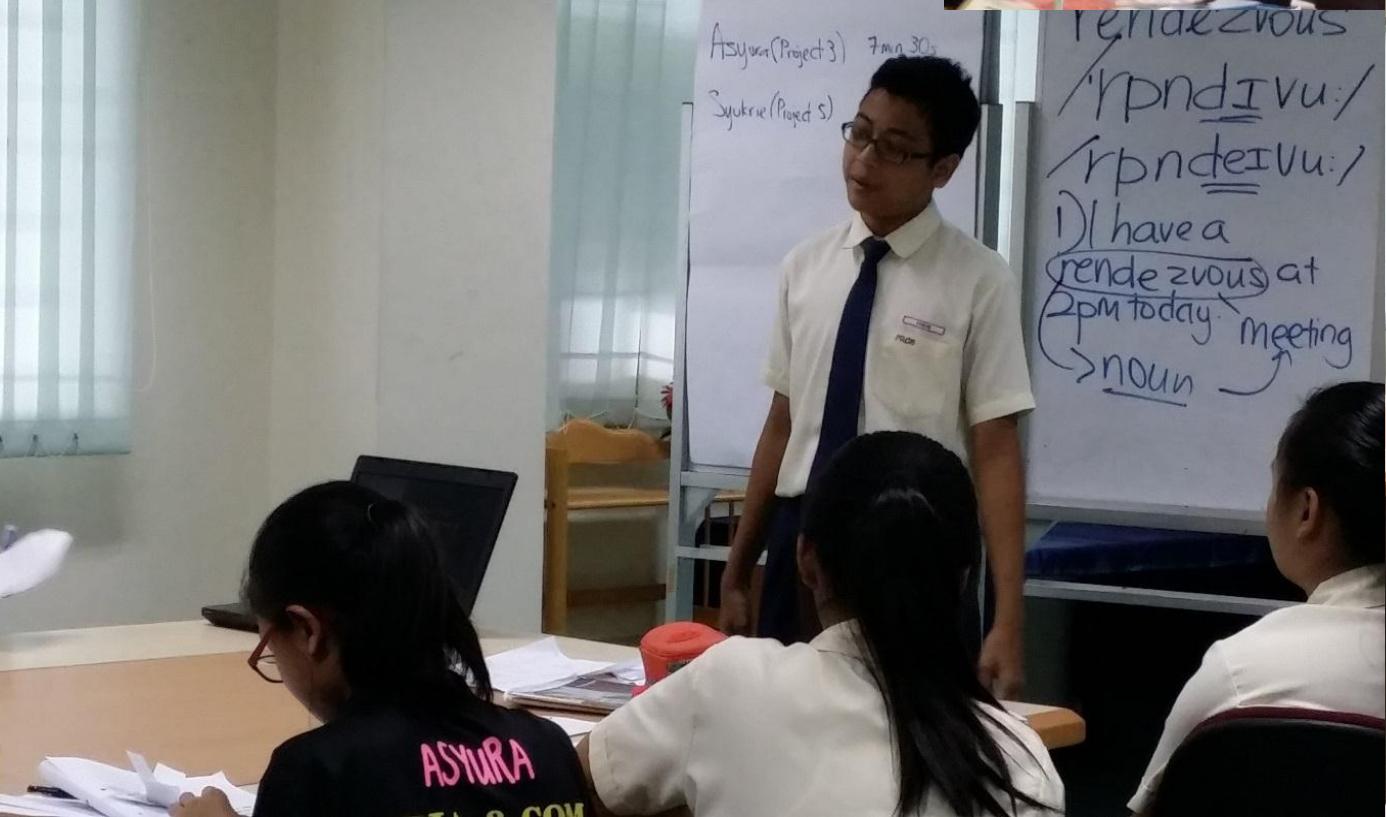
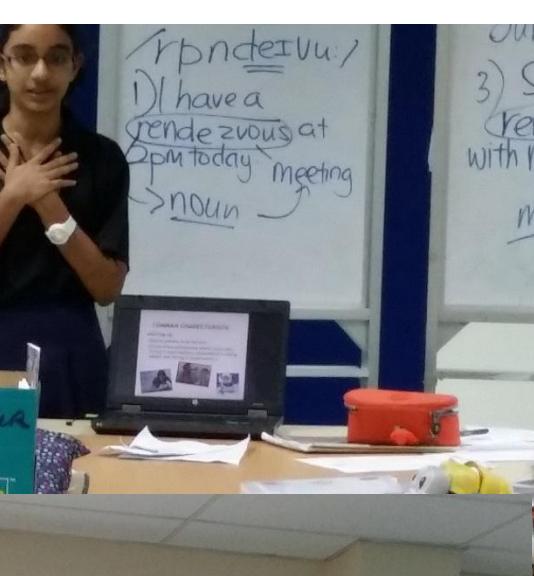
- disciplines me

Mancie

- catching your dreams

- fulfilling your aspect
taken

Silgan



Our initiatives in the future

- Revised Teacher's observation form

LESSON OBSERVATION FORM			
Name of Teacher: _____		Class: _____	Date/Time: _____
No	LESSON COMPONENTS	PERFORMANCE INDICATORS	COMMENTS
1	LESSON INTRODUCTION	<input type="checkbox"/> Activates prior knowledge <input type="checkbox"/> Ensures students' readiness <input type="checkbox"/> Makes learning objectives known	
2	LESSON IMPLEMENTATION	<input type="checkbox"/> Delivers lesson in clear and effective way <input type="checkbox"/> Uses voice effectively <input type="checkbox"/> Has good command of content and functional language <input type="checkbox"/> Uses selected resources, strategies and tasks effectively <input type="checkbox"/> Paces and manages time well <input type="checkbox"/> Questions and follows up on students' responses <input type="checkbox"/> Monitors and addresses students' understanding <input type="checkbox"/> Stimulates higher order thinking <input type="checkbox"/> Encourages students' participation	
3	CLASSROOM MANAGEMENT	<input type="checkbox"/> Establishes rapport with students <input type="checkbox"/> Maintains class discipline	

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4. CALP- Cognitive Academic Language Proficiency



Targeted Groups	Strategy / Programme / Workshop	Objectives	Drivers	Projected expenditure and funding source ¹	Timeframe for Implementation (2014)
Science department	English Teaching Techniques for Science Teachers Workshop by British Council (6 hours)	To equip the Science teacher with the skills to incorporate CALP in their Science lessons	Sc HOD (covering)	\$2176 EC Innovation Fund and SOF	March to April
ACT Department (art, craft and tech, FCE and music)	Incorporate D&T, FCE, Art and Music subjects articles or topics in CW and/or SW to enhance students' competency in CALP (1 article per department subject to be submitted)	To enable students to express themselves in English effectively in the written form in the different ACT subjects	ACT HOD	NIL	June to Dec
PE department	The department will create a list of language on body movement, used in PE lesson, to have common understanding among all PE teachers and to enhance the students' competency in CALP	To create awareness of the proper use of the language in the delivery of PE lesson	PE HOD	NIL	March to October
Math Department (CPA)	Creation of a glossary of mathematical terminology during PLC for distribution to classes	To equip students with the skills to answer Math questions accurately	SH Math (cov)	NIL	March to June (Term 2)

glossary

① Students to be aware for answering of Qs.

② Teachers to be very clear & use the terms continuously & consistently.

Cognitive Academic Language Proficiency (CALP)

- Subject specific lessons such as:
 - Science
 - Mathematics
 - Art
 - Social Studies / History



Science

- Embarked on a workshop by the British Council

“English-Teaching Techniques for Science Teachers”



Science

- Explicit teaching of functional words

Name: _____ () Class: _____ Date: _____

Student friendly version of command words

Command word	
Calculate	Perform a mathematical operation to find a numerical answer. You will usually need to show your working and the formula .
Compare	Say what is the same and what is different about two or more things.
Define	Give a precise description of the meaning of a term. Do not add any explanations or details.
Describe	Say what you can see in a graph, diagram or table or what happens in an experiment or demonstration. Give detail of what happens in any process. You do not need to give any explanation.



Chromosome	Rod like structure, visible in nucleus during cell division. It is made up of DNA It is made up of two chromatids.
Allele	They are different forms of the same gene. They occupy the same position on a pair of homologous chromosomes.
Gene	It is a unit of inheritance found on a chromosome. It is segment of DNA and controls a particular characteristic of the organism.
Phenotype	It refers to the expressed trait in an organism (the appearance)
Genotype	The genetic make up of the organism (combination of alleles)
Homologous chromosome	They exist in a pair, one of it comes from the male parent one from the female parent.



Explain how this would affect the digestion of fats in the digestive system.

[3m]

Digestion of fats will be slower without the production of bile. Bile is used to emulsify fats into many fat droplets so that lipase can digest the fats. Without bile, the surface area of the fats will be larger and lipase will take a longer time to digest it leading to lesser fats digested.

(b)

Explain how this would affect the digestion of fats in the digestive system.

[3m]

Bile is a substance that is produced by the liver to aid in the digestion of fats by emulsifying it. Without Bile, the fats would be harder to digest.



Pursue & Realise Challenges

Example of a CALP Physics Lesson

Molecular Vibration: Molecules near the flame gain kinetic energy, vibrate more vigorously. They collide more frequently with their neighbouring molecules and transfer some energy to them. The process is repeated and energy is transferred to the cold end by vibrating molecules.

1. kinetic	1. king
2. Vibrate	2. very
3. vigorously	3. vain and
4. collide	4. cunning
5. more	5. married
6. frequently	6. friend's girlfriend
7. neighbouring	7. never
8. transfer	8. talk
9. energy	9. ever
10. repeated	10. ruined

Once up a time, there was a King who was Very Vain and Cunning. He Married his Friend's girlfriend. They Never Talk again Ever and their friendship was Ruined.



Example of a CALP Physics Lesson

Convection process: When water at bottom is **heated** up, it **expands**. The **warmer water** is now **less dense** than the surrounding fluid and starts to **rise**. The **cooler** parts of the surrounding **water** are **denser** and start to **sink** to replace the water that has risen. This movement of the water due to density differences sets up convection currents.

1. heated	1. hiroshima
2. expands	2. exploded
3. Less dense	3. left b
4. rises	4. radioactive
5. surrounding	5. substances
6. cooler	6. caused
7. relative	7. radioactivity
8. denser	8. diseases
9. sinks	9. such
10. currents	10. c a ancer



Example of a CALP Physics Lesson

Name: Rifqa Nabila (13) Class: 2H Date: 21 Oct 2014

- (a) Describe how heat is transferred by conduction in non-metals in terms of the molecules in the non-metals.

Molecules near the flame gains heat, which causes kinetic energy... they vibrate more vigorously... and faster, colliding with the neighbouring particles. This process is repeated until heat... is transferred to the cold end.

[3]

3

- (b) Describe in detail how water in a kettle is heated up by convection.

Water near the flame gains heat and expands. It becomes less dense and rises.... The water above being relatively denser sinks to replace it. Convection current... is being set up.

[3]

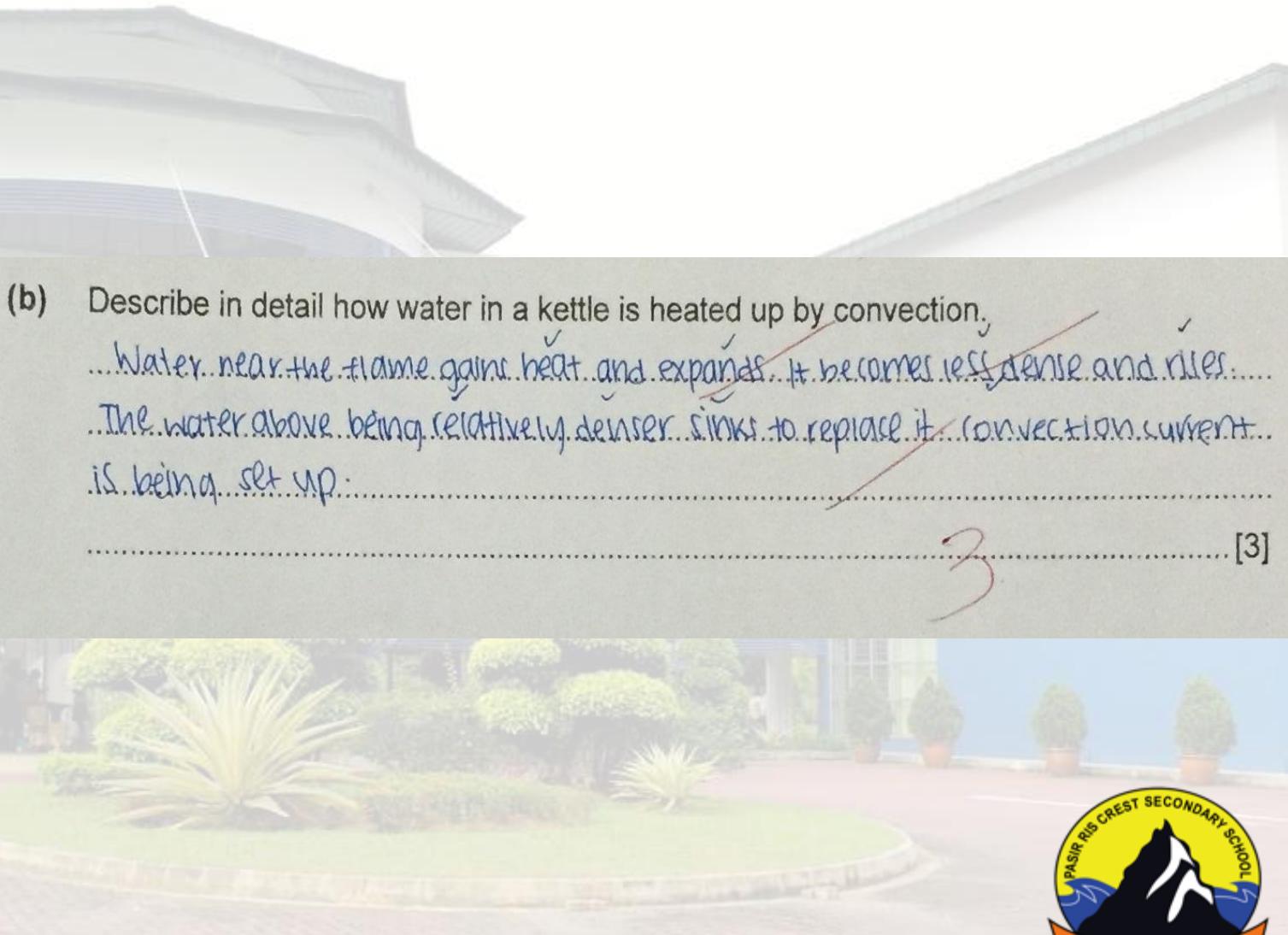
3

- | | |
|---------------------------------|-------------------|
| 1. king | 1. he >> ears |
| 2. vain | 2. laksa |
| 3. cunning | 3. rojak |
| 4. friendly many | 4. simultaneously |
| 5. friend friend gf. | 5. chilly |
| 6. never | 6. rice |
| 7. talk | 7. dumplings |
| 8. | 8. seasoned |
| 9. | 9. curry |
| 10. | 10. |



Example of a CALP Physics Lesson

- 1. he > eats
- 2. laksa
- 3. rojak
- 4. simultaneously
- 5. chilly
- 6. rice
- 7. dumplings
- 8. seasoned
- 9. curry
- 10.



- (b) Describe in detail how water in a kettle is heated up by convection.
- ...Water near the flame gains heat and expands. It becomes less dense and rises....
- The water above being relatively denser sinks to replace it. Convection current is being set up.

3

[3]



Mathematics

- Explicit teaching of command words

Glossary of Terms

Mathematics (4016) and Additional Mathematics (4047)

Verb	Object	Meaning	Example	Answer
Evaluate	Expression	To calculate, answer is often a number	Evaluate $2^{80} \times 2^{-78}$.	$2^{80} \times 2^{-78}$ = 2^{80-78} = 2^2 = 4
Solve	Equation	To find the value of the unknown variable Answer is a number	Solve $x^2 + 3x + 2 = 0$. $(x+1)(x+2) = 0$ $x = -1$ or $x = -2$	$x^2 + 3x + 2 = 0$ $(x+1)(x+2) = 0$ $x = -1$ or $x = -2$
	Inequality	To find the range of values of the unknown variable Answer is an inequality	Solve $3x+2 > 3$.	$3x+2 > 3$ $3x > 1$ $x > \frac{1}{3}$
Find	Variable	To find the value of a variable	Find the value of x in the equation $2x+4=0$.	$2x+4=0$ $2x=-4$ $x=-2$
	Value of expression	To calculate	Find the value of $a^2 - b$, given that $a=2$, $b=-1$.	$a^2 - b$ = $(2)^2 - (-1)$ = 4 + 1



Mathematics

- 5 Alyssa wants to find out how much time students spend on the Internet. She uses this question on a questionnaire.

How many hours do you spend on the Internet?
Tick one box.

1 - 2

3 - 4

5 - 7

over 7

List two things wrong with this question.



Mathematics

- Moving forward: Summarise topic-specific terms as an additional resource for all teachers

Eg. Topic on Matrix

- Elements
- Scalar
- Order

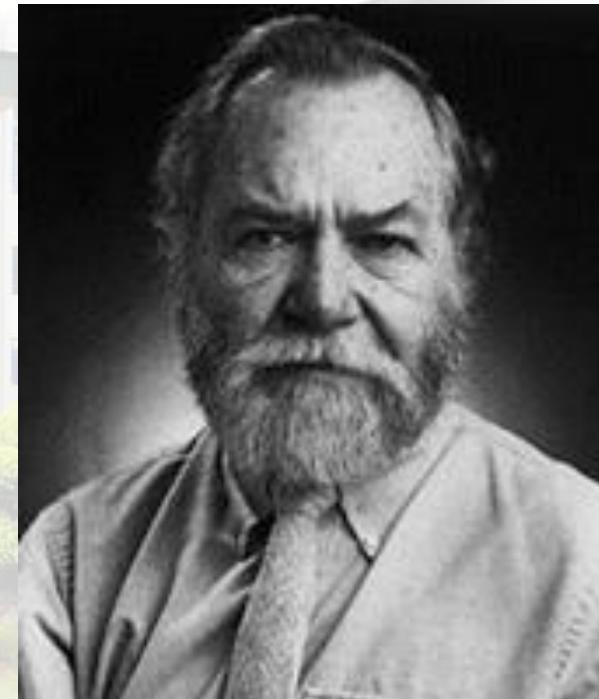




Adapted from:
<http://www.firstlove.com.sg/pixelpost/index.php?showimage=60>

Art

- ▶ Content Vocabulary is taught so that students are able to describe art works using the Feldman's Approach
 - Description
 - Analysis
 - Interpretation
 - Judgement



Name: farah

(8) Class: 2/7

Date: 10 MAR 14

ANALYSING ARTWORK

How to write about art by following the model below, you will be able to write in detail about works of visual art.

Describe the artwork

- Title of work ✓
- Artist ✓
- Date of work ✓
- Size ✓

Analyse the techniques used

- Discuss how the artwork was made.

- What materials have been used and how they been applied?

Eg. Soft, transparent paint, thick impasto paint which looks like it has been applied with a knife, etc.

- Have images been stylised or distorted in any way? How? ✓

- Where and how do you think the work was created? ✓

Eg. Direct from nature, in a studio, from a photo, from imagination, a combination of these, etc.

Analyse the design elements and principles

- Describe how the artist has organised the composition.

- Describe how the artist has used the design elements – colour, line, shape, tone, texture, form (3D shapes), size.

- Describe how the artist has used the design principles – balance, pattern, movement, repetition and space.

Social, environmental etc.

- To express a view.
- To persuade

- To express beliefs and ideology.

- To give an emotional response to the subject.
- To give a personal interpretation of the subject.

Evaluate the qualities of the artwork

- How well does the artwork meet its purpose?

- What are the successful & unsuccessful aspects of the artwork? (Technically & Conceptually)

- Do you like the work? Give reasons for your opinion.



The title of the artwork is called "Love Is like the Durian" drawn by Samuel Teo on 1/5/2006 with a size of 32 by 25 inch on a canvas. Oil paint was used on a canvas for the painting. The colours suit each other and are solid. The light source seems to come from the top front taken in an angle such that it shows a 3D effect of a durian hanging. The painting contains three durians hanging with ropes tied to its neck and onto the bamboo pole horizontally. First durian with its normal outer covering second filled with pink roses and last one, the normal yellowish pulp. The details of the durians and bamboo pole are very explicit and it's drawn on an olive green background.

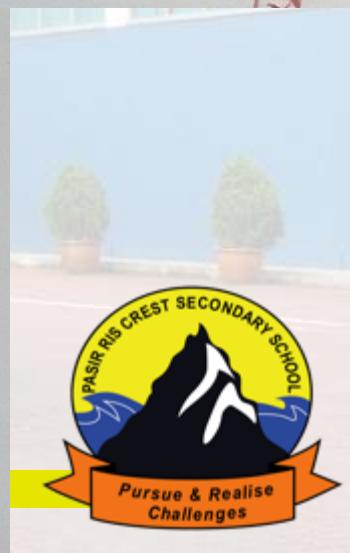
Oil paint on canvas was used for this painting. The painting for the durians has different shades to show that there's a light source and different gradients to make it look real and produce a 3D effect. There's (a bit of styling) such as the second durian. It was (styled) with pink roses as the pulp. (Maybe the artist placed roses as the pulp is what that gave durian its taste, thus being the best part of the durian therefore roses may represent love and love is something great for people as it gives us warmth. The work may be a combination of two photos such as pink rose and bamboo pole. The artist may also be eating durian while looking at the photos and suddenly an idea struck him.)

what do you mean by "styled"

The artist is trying to say a durian is thorny from the outside but fragrant in the inside. The reason for the painting may be because he was trying to express an idea from an imagination and also trying to express a feeling, love.

The artwork has partially met its purpose. I like the painting as it has conveyed the right message of love, where love is like a sweet thing where all of us experience. Love has its up and downs therefore it is the thorns of a durian but once its opened up, love is something very sweet and warm, just like the pulp of the durian.

13 | 20



Social Studies/ History

▶ Analysis of Sources and Questions

- Compare
- How far do the two sources agree?
- Discuss the statement ‘...’



Social Studies/ History

- ▶ Explicit teaching of Vocabulary for different purposes
 - Contrast:
Praise vs criticise, support vs oppose, success vs failure
 - Evaluating purpose:
Provoke, distract, advocate, applaud, accuse



5. Feedback on WSA-EC

- Survey for MCC students and staff
- Polled from different departments



MCC students' feedback

- In general most of them found the language evaluation and Word of the Week research useful to them
- However, they feel that the students in school may not have a full appreciation of the words shared on the School Messaging System
- In 2015, teachers will follow-up in class.



Survey questions (Teachers)

1. How useful is the WSA-EC programme to you as an educator? (Rate it on a scale of 1 to 5, 1= Not useful. 5= very useful)

1

2

3

4

5

2. Which aspect of the WSA-EC programme do you find useful to you as an educator? (You can tick more than one option)

- (i) Word of the Week sharing ()
- (ii) Explicit teaching of content words in the classroom ()
- (iii) Explicit teaching of functional words in the classroom ()



Survey results : WSA-EC's impact on educators

Q1

- 86% of the polled staff members found the programme useful to them as educators.

Q2

- 68% found the Word of the Week programme useful
- 59% found the explicit teaching of content words useful
- 59% found the explicit teaching of functional words useful



Survey questions (Teachers)

3. How can the WSA-EC team support you better?
4. What other initiatives would you like to see implemented in future as part of the WSA-EC programme?
5. Any other ideas/comments?



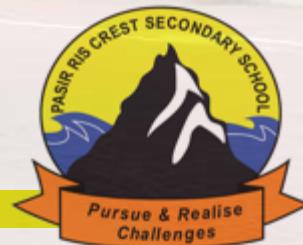
Some comments:

- Staff members want more Word of the Week sharing:
 - 2 words per week
 - Application of learning (quizzes)
 - More common errors in English featured
 - Audio files of word pronunciation
- Staff members want more support in writing :
 - Proposals
 - Minutes
 - Testimonial
 - HDP remarks



Comments:

- Creation of word banks:
 - Content words (for more departments)
 - Command words in the classroom
- Collaboration across departments:
 - Collaboration with MT department for vocabulary word banks
 - Integration of word of the week with subjects (e.g. steep, base)



Review of results

- Staff members find it useful .
- However, different departments are progressing at different rates.



Feedback from teachers

Mrs See Lee Eng

“WSA-EC has helped to create the awareness of language in the teaching and learning of Mathematics. It gave me a new perspective in Mathematics Education by focussing on the communication of Mathematics through precise terminology.”



MRS SEE LEE ENG
SSD



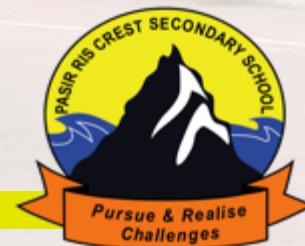
Feedback from teachers

Ms Farhana

“I personally find the academic language is very important in the teaching of Art. Since embarking on the WSA-EC, I have made more deliberate efforts in the teaching of content vocabulary so that my students can better appreciate and describe a piece of Art work.



MS TITIEK FARHANA



Take-home message as a Champion

(Tay Tong Wei Maths/Physics)

- Encouraged
- Enlightened
- Opportune



Take-home message as a Champion (Jasmine Tan Bio/EL teacher)

- Inspired
- Cultivated
- Empowered



Q and A Session

