



WSA-EC Forum 2012
Effective Communication Across the Curriculum

Agenda: Secondary Schools

Welcome	Dr Paul Doyle Programme Director Effective Communication, ELIS
School Presentation 1 : NUS High School of Mathematics and Science	Ms Beiji Dass Senior Teacher, EL
School Presentation 2 : Tanjong Katong Secondary School	Ms Venkatraman Vice-Principal
Effective Communication in English across the Curriculum	Dr Paul Doyle
Tea Break	
Concurrent Sessions	

Agenda: Primary Schools

Welcome	Ms Tracy Tan Senior Head Effective Communication, ELIS
School Presentation 1 : North Vista Primary School	Mdm Grace Foo Level Head, EL
School Presentation 2 : Xinmin Primary School	Ms Pansy Ong, HOD English & Ms Audrey Han Xunvi, SH EL
Effective Communication in English across the Curriculum	Ms Tracy Tan
Tea Break	
Concurrent Sessions	

Support for Implementation of WSA-EC in Schools

WSA-EC Support from ELIS

Professional Learning

- Effective communication skills workshops and courses
- Forums for sharing successful practices
- Social media interactions

Resources

- EC Toolkits (Starter, Inquiry)
- Course Facilitation Guides
- Resource bank of EC practices
- Subject literacy guides
- Research summaries

Consultancy & Research

- Consultations to support EC practices
- ELIS facilitated, teacher inquiry projects to lead to evidence-based, sustainable EC programmes
- Updates on EC-related research

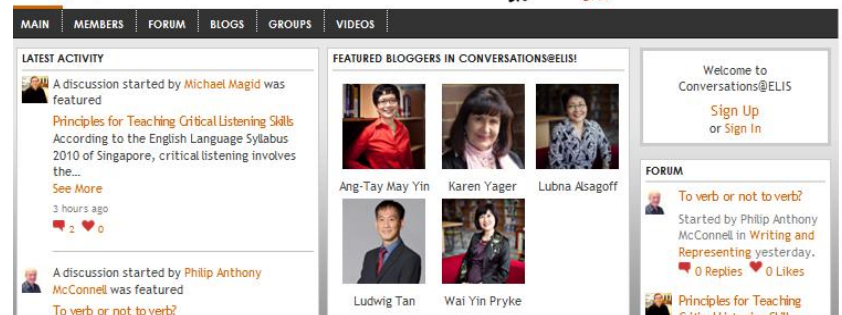
Partnerships

- Dialogues and meetings to engage schools and partners such as CPDD, AST and NIE
- Nurturing 'lighthouse' schools through long-term collaborations

WSA-EC Support from ELIS

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Effective Communication Starter Kit



Whole School Approach
to Effective Communication in English

Kickstart Ideas Bank **Showcase** Community Voices E-Digests Contact Us

Home Showcase


Useful Links

- English Language Institute of Singapore (ELIS)
- Effective Communication Starter Kit

Site Map

- Home
- Kickstart
 - Principal's Message
 - Effective Communication Starter Kit
- Ideas Bank
 - Buzz Creators
 - Best Practices
 - New Media Resources
- Showcase

Bukit View Primary School




Find out how the innovative use of drama and ICT helped Bukit View Primary School in their WSA-EC initiatives.
[Read more...](#)

Hong Kah Secondary School




From Reading Fests to poetry slam and video competitions, read on to see how Hong Kah Secondary's students have fun with the English language.
[Read more...](#)

Canossa Convent Primary School



Woodlands Primary School



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The screenshot displays the ELIS website interface. On the left is a vertical site map with orange navigation buttons for Home, Kickstart, Ideas Bank, Showcase, Community Voices, and E-Digests. The main content area features an article titled 'E-DIGEST' with the subtitle 'RESEARCH ON LANGUAGE USE IN VARIOUS SUBJECT DISCIPLINES'. The article is from Issue 03/2012 and focuses on 'Singapore-based studies'. It includes a section on 'Communication in Mathematics' and a section on 'Concrete-pictorial-abstract (CPA) or Concrete-representational-abstract (CRA) or Concrete-semi-concrete-abstract (CSA) Approach'.

Institute of Singapore
(ELIS)
Effective
Communication Starter
Kit

Site Map

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» Movers and Shakers
» Subject Practitioners
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Whole School Approach
to Effective Communication in English
E-DIGEST
RESEARCH ON LANGUAGE USE
IN VARIOUS SUBJECT DISCIPLINES
Issue 03/2012

Singapore-based studies

Ho, M.L.C. & Seto, C. (2012). *Language in Mathematics: Teachers' questioning to scaffold and unpack students' thinking*. Paper presented at Australian Literacy Educators' Association National Conference: "Literacy, language, literature learning", 6-9 July 2012, SMC Conference and Function Centre, Sydney, New South Wales, Australia.

Communication in Mathematics
Ability to use mathematical language to express mathematical ideas and arguments precisely, concisely and logically (Singapore Primary Mathematics syllabus, 2007)

Concrete-pictorial-abstract (CPA) or Concrete-representational-abstract (CRA) or Concrete-semi-concrete-abstract (CSA) Approach

- Origins in Bruner's (1960) work
- Shown to be particularly effective with students who have Mathematics difficulties (Sousa, 2007)

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SCALE: Key Factors for Success

School Leadership

Culture of collegiality

Alignment with school's vision, mission
and desired student outcomes

Leverage existing professional
development platforms

Engagement and ownership by all teachers
and for all students

School Presentations

Effective Communication in English across the Curriculum

Language in school

**Basic Interpersonal
Communication Skills**

Classroom Language

**Cognitive Academic
Language Proficiency**

**Students' use
of language to
socialise.**

**Teachers' use of
language to build
rapport
language in
introducing new
concepts in terms
familiar to students**

**Teachers' use of
language in
classroom
routines:**

- giving instructions
- questioning techniques
- classroom management

**Teachers' & students'
use of language to
understand, apply and
communicate new
concepts:**

- specific, specialised vocabulary
- functional language and specific grammatical structures to aid with specific cognitive processes

Cognitive Academic Language Proficiency

Examples of students' errors

Science

'A lot of rainwater *reminded* at the surface.'

Humanities

'We can *imply* from this text that Austria was responsible for the outbreak of World War I.'

Science

'Sunlight *need* for a plant to grow healthy.'

Mathematics

'The circumference of the circle is *when you go around the circle*.'

Content
Vocabulary

Functional
Language

Identify subject
vocabulary
and pre-teach

Identify the
functional language
of subject

Identify subject
language demands
and scaffolding
needed in lesson
activities

Concurrent Sessions

	Concurrent Sessions	Presenters	Audience	Venue
1	What have language and multimodal communication got to do with science content building?	A/P Tang Kok Sing, NSSE/NIE	Science (Primary & Secondary) teachers	Seminar Room 2.6
2	The use of language and multimodal communication in developing mathematics conceptual understanding	Mdm Foo Kum Fong, Master Teacher/ AST	Mathematics (Primary & Secondary) teachers	Seminar Room 1.2
3	Deepening understanding and academic knowledge through vocabulary	Mrs Alice Poh, Master Teacher/ AST	Social Studies (Primary) teachers	Seminar Room 2.7
4	Disciplinary literacy and its place in the teaching of history	Mr Andrew Anthony, Master Teacher/ AST	Humanities (Secondary) teachers	Seminar Room 2.8
5	Bringing language support into our content lessons - a practical guide.	Mr Timothy Chadwick, Consultant, Cambridge International Examinations	All (Primary & Secondary) teachers	Seminar Room 2.5