

Po Leung Kuk Lee Shing Pik College
Whole-school Language Policy
(After the Implementation of the 2nd cycle MOI fine-tuning Policy)

[Revised version 19th May, 2017]

(A) Rational behind

The whole-school language policy (LP) should

1. enhance students' proficiency in both Chinese and English languages, so as to better prepare them for further studies and work in future;
2. foster the three dimensions of language proficiency for students (conversational fluency, discrete language skills and academic language proficiency) by referring to their languages and learning ability;
3. enhance students' motivation to learn, reflect and build up knowledge;
4. enhance students' exposure to English and its use in school;
5. facilitate the use of languages in a variety of meaningful contexts;
6. match the NSS curriculum design; and
7. observe the uniqueness of different subject natures.

(B) Effective Whole-school Language Policy

1. It requires the practice of Planning-Implementation-Evaluation (P-I-E) process at school, panel and classroom levels. The LP should be implemented, reviewed and refined to:
 - (a) enhance the effectiveness of the use of languages for learning and teaching of content subjects;
 - (b) meet students' learning needs and language support needs of the subjects.
 - (c) promote languages learning across the curriculum;
2. Focus of different levels:
 - (a) School level:
 - ✧ Transparency in policy and decision making process;
 - ✧ Whole-school approach for the practice of the policy
 - ✧ Supportive measures to students
 - (i) favorable languages learning environment
 - (ii) platform for students to demonstrate their learning in different languages
 - ✧ Supportive measures to teachers
 - (i) foster teachers' collaboration and professional development;
 - (ii) strategic planning for building staff capacity.
 - (b) Panel level:
 - ✧ Curriculum planning, assessment and pedagogical practices on the use of

MOI facilitate students' learning of the content subjects concerned and understanding on their learning needs and language support needs.

- ✧ Languages across the curriculum programs or cross-curricular collaboration among Language Departments and subject panels;
- ✧ Appropriate bridging programs and extended learning activities by EMI subjects;
- ✧ Documents (e.g. teaching schedule, teaching plan, meeting minutes, worksheets, handouts, notes, assessment papers, students' assignment, teaching resources etc.) show the practice of LP in subjects.

(c) Classroom level:

The use of required MOI for learning and teaching should have the following outcomes

- ✧ Clear and systematic presentation and explanation;
- ✧ Opportunities for students to demonstrate their learning in the required languages;
- ✧ Students are given encouragement and guidance to use the required language for learning;
- ✧ Students' learning progress is checked and appropriate feedback is given to address their learning and language support needs.

(C) Teachers' and students' performance with effective MOI used in subjects

1. Students' performance

- (a) able to follow instructions;
- (b) understand the lesson content delivered in English or Chinese
- (c) demonstrate a willingness to respond to teachers' questions;
- (d) communicate and work with peers in English or Chinese when opportunities are provided for peer interaction.

2. Teachers' performance

- (a) present and explain subject content clearly and systematically;
- (b) design instructional materials which are appropriate and comprehensible to students;
- (c) elicit students' responses through questioning;
- (d) give students opportunities to demonstrate their learning in English or Chinese;
- (e) give appropriate feedback to help students improve their learning.

(D) MOI requirements for EMI subjects

1. English should be used for classroom teaching, students' assignment, classwork, homework, test, examination, textbook, notes, teaching and learning aids, etc.
2. The use of Chinese, if ever chosen, should serve a clear and justifiable purpose (e.g. for maintaining discipline or ensuring safety)
3. Teachers should not encourage students' reliance on the use of Chinese for learning a subject in which English is the intended language.

(E) Provisions and supports to students

1. Inside the classrooms
 - (a) Creating a language-rich classrooms (e.g. display students' work on the boards, signs, posters, slogans, etc.)
 - (b) Developing and conducting language-across-the-curriculum learning activities (e.g. project work, cooperation between Language panels and other panels such as P.E., Liberal Studies, etc.)
 - (c) Providing self-access learning materials and equipment (e.g. books, CD-ROMs, films, magazines, enrichment exercises, etc.)
 - (d) Designating reading activities (e.g. reading after morning assembly, sharing after reading, introduction of good books, extensive reading scheme, etc.)
2. Outside the classrooms
 - (a) Setting up language learning corners / rooms (e.g. language laboratory, Multi-media learning center, etc.)
 - (b) Providing enrichment programs (e.g. summer English bridging courses, Chinese discussion groups, Activity Lessons in relation to languages, after-school supplementary lessons, etc.)
 - (c) Inviting guest speakers to provide interesting talks / activities (e.g. sharing on writing, drama performance, etc.)
 - (d) Creating a language-rich campus (e.g. campus TV broadcasting, English café, English sharing in morning assembly, banners of English and Chinese mottos, English drama activities, exchange student program etc.)
 - (e) Organizing co-curricular activities / competitions for students of different levels (e.g. choral speaking, activities organized by English Society, etc.)
3. Outside school
 - (a) Partnership with community to motivate students to participate in public / inter-school competitions (e.g. speech festivals, debates, etc.)
 - (b) Emphasizing the importance of gaining exposure through the mass media (e.g. newspaper, TV programs, movies, magazines, website etc.)
 - (c) Collaboration with local schools / institutions in organizing stimulating activities

(e.g. inter-school oral practices)

4. Other supportive measures

- (a) Remedial teaching / split class teaching arrangement for language subjects
- (b) English enhancement lessons in senior forms
- (c) Lesson study / team teaching practices in language subjects
- (d) Common slot in timetable for language teachers for collaborative lesson preparation.
- (e) Participation in training courses (e.g. ILLIPS) by teachers using EMI in teaching the subjects.
- (f) Sustainable development for teachers after the English Enhancement Scheme.
- (g) Support from Native Speaking Teachers (NETs) to promote a favourable English learning atmosphere for students.

(F) Supporting measures to teachers

1. Provide teacher-assistants, administrative assistants etc. to support the teaching and non-teaching duties of teachers.
2. Make use of additional funds to financially support teachers' participation in professional development courses, workshops, etc in relation to effective pedagogical strategies.
3. Promote professional sharing and learning among teachers through in-house seminars, workshops, class visits and observation, etc.
4. Organize school visits so as to widen the horizons of teachers.
5. Create time and space for active collaboration between language teachers and content subject teachers.
6. Develop a critical mass of trained teachers to promote the use of specific strategies for using English / Chinese as the MOI.
7. Enrich the infrastructure support in classrooms e.g. projectors, image-viewers, computers, DVD players, televisions, etc. to facilitate effective teaching and learning.
8. Promote e-learning and provide English teachers with appropriate technical support.

(G) Language across the curriculum / Cross-curricular collaboration (跨課程學習)

1. Organization:

Set up of Language Across the Curriculum (LAC) Committee. It should consist of representative(s) from Academic and Curriculum Committee and English panel, Department heads and/or assistants and school librarian.

2. Learning Needs:

Students learn English in English lessons and they also need to use English to learn other EMI subjects well. Since different EMI subjects have their unique vocabulary and

language pattern, school has to make students integrate content learning and English learning together so as to maximize their learning effectiveness.

3. The Scheme:

- (a) The target group(s) would be the Form one and or two students.
- (b) Role of non-language subjects (both CMI and EMI):
Provide students with frequent and multiple exposures to target words of their respective subjects during their own classroom lessons and also from the related assignments and assessment. Make sure students know the spelling, meaning and are familiar with the words.
- (c) Role of English T.A. / EMI T.A.:
Based on the target words of the respective subjects, T.As would help students, during the after school supplementary English lessons, elaborate the target words in terms of certain English usage e.g. to form complete sentences from the target words, to do sentence structure training based on the target words, to do grammar training with the target words, etc.
- (d) Role of English language teachers:
Formal assessment of what students have learnt from the after school supplementary English lessons would take place during formal English lessons, conducted and supervised by English language teachers. Students' performance would be counted in informal test marks so as to enhance their incentive to learn during the after school English supplementary lessons.
- (e) Form 1 English Day Camp:
The school would make use of the scheduled Form 1 English Day Camp to arrange for a Language Across the Curriculum program, designed and provided by service provider, to make students further experience the learning of English across the different knowledge contents of certain selected subjects.
- (f) Other Support Measures:
Apart from collaboration between English Language Department and other subject panels, the school will also promote collaboration among different subject panels to help enhance students' English language ability. Sharing and discussion among different subject panels will be arranged in Staff Development Day so that possible collaboration among subjects can be identified. Besides, class visits and peer observations among different subjects will be arranged so that different subject teachers will understand more the subject contents of the others. In this way, more opportunities will be provided for them to conduct certain cross-curricular activities for students to learn more English.

(H) Medium of Instruction (MOI) plans in practice (from 2017-2018 cohort of students onwards)

For Secondary 1:

Adopt different medium of instruction and school-based curriculum by class or by group	Integrated Science, Geography, History, Computer Literacy, Music, Visual Arts and Activity Lesson.
English as medium of instruction	English Language and Mathematics.
Chinese as medium of instruction	Chinese Language, Putonghua, Life and Society, Chinese History, Design and Technology, Home Economics, Physical Education, Form Teacher lesson and Library lesson.

For Secondary 2 to 3:

Adopt different medium of instruction and school-based curriculum by class or by group	<p><u>S2:</u> Integrated Science, Geography, Computer Literacy, Music, Visual Arts and Activity Lesson.</p> <p><u>S3:</u> Physics, Chemistry, Biology, Economics, Geography, Computer Literacy, Music, Visual Arts, Physical Education and Activity Lesson.</p>
English as medium of instruction	English Language and Mathematics
Chinese as medium of instruction	<p><u>S2:</u> Chinese Language, Putonghua, Life and Society, Chinese History, History, Physical Education, Design and Technology, Home Economics and Form Teacher lesson.</p> <p><u>S3:</u> Chinese Language, Putonghua, Life and Society, Chinese History, History, Design and Technology, Home Economics and Form Teacher lesson.</p>

For Senior Secondary 1 to 3:

Adopt different medium of instruction and school-based curriculum by class or by group	Physics, Chemistry, Biology, Geography, Economics, Activity lesson.
English as medium of instruction	English Language, Mathematics
Chinese as medium of instruction	Chinese Language, Liberal Studies, Chinese History, History, Visual Arts and Business, Accounting and Financial Studies, Physical Education and Form Teacher lesson.

(I) The Arrangement of Extended Learning Activities

1. Our school has transformed the Extended Learning Activities (ELA) lesson time into teaching one non-language subject in EMI for ALL S1 students (2010/11), S2 students (2011/12) and S3 students (2012/13). The subject is Mathematics. This measure would be in practice for the later cohorts of junior form students.
2. Our school would conduct ELA in English for some selected subjects in the following modes:
 - (a) Cross-curricular English enrichment programmes through the collaboration of non-language and English Language subject teachers:
Non-language subject involved is: P.E.
 - (b) Allocating some lesson time of individual subjects to go through in English the concepts and contents that have been taught in the mother tongue.
Non-language subjects involved are: I.S., Music, Computer Literacy, History, Geography, Economics, Visual Arts, Physics.
 - (c) Teaching individual modules or themes in English in the relevant subjects.
Non-language subjects involved are: Chemistry and Biology.
 - (d) Strengthening the bridging programmes of the relevant subjects to facilitate a smooth transition for students who choose to switch to the English medium at senior secondary levels:
Non-language subject involved is: Physics
3. Use of teaching and formal assessment time for subjects in ELA
 1. 2016-17 cohort of Form one students)

科目	F.1		F.2		F.3	
	Teaching time %	Formal assessment %	Teaching time %	Formal assessment %	Teaching time %	Formal assessment %
Econ	NA	NA	NA	NA	13%	10%
Geog	10%	5%	10%	5%	10%	5%
Hist	10%	5%	10%	5%	10%	5%
I.S.	10.8%	15-17%	7.89%	10-12%	NA	NA
Phy	NA	NA	NA	NA	15%	≤15%
Chem	NA	NA	NA	NA	10%	5%
Bio	NA	NA	NA	NA	13%	10%
Computer	10%	NA	10%	NA	10%	NA
V.A.	15%	NA	15%	NA	15%	NA
Music	6.67%	5%	6.67%	5%	6.67%	5%
P.E.	15%	0%	15%	0%	15%	0%

2. 2017-18 and after 2017-18 co-hort of Form one students

科目	F.1		F.2		F.3	
	Teaching time %	Formal assessment %	Teaching time %	Formal assessment %	Teaching time %	Formal assessment %
Econ	NA	NA	NA	NA	13%	10%
Geog	10%	5%	10%	5%	10%	5%
I.S.	10.8%	15-17%	7.89%	10-12%	NA	NA
Phy	NA	NA	NA	NA	15%	≤15%
Chem	NA	NA	NA	NA	10%	5%
Bio	NA	NA	NA	NA	13%	10%
Computer	10%	NA	10%	NA	10%	NA
V.A.	15%	NA	15%	NA	15%	NA
Music	6.67%	5%	6.67%	5%	6.67%	5%
P.E.	15%	0%	15%	0%	15%	0%

(J) Allocation criteria for the English stream in S1to SS3 初中一至高中三年級編班準則

1. Junior Forms

Criteria for allocating students to the “Approved Classes” are as follows:

(a) Secondary one

- The result of English Language in the Pre-S1 Attainment Test will serve as the first criterion for allocation.
- Benchmarks will also be set on Chinese and Mathematics in the Pre-S1 Attainment Test to ensure that students allocated to English-medium classes have reached the thresholds of another two core subjects.

(b) Secondary two

- The Secondary one English test and examination results of both terms will serve as the first criterion for allocation.
- A benchmark for all other subjects will also be set in both terms to ensure that students have reached the threshold of these subjects.

(c) Secondary three

- Students will not be re-allocated to new classes unless arrangement for special pastoral care is needed

2. Senior Forms

Students will be allocated to different groups and classes according to their subject preferences and order of merit in form. Priority will be given to students with higher order of merit in both terms. A benchmark on English Language will be set on EMI subjects.