

St Joseph's College
Language (MOI) Policy (2018-19)

1. Our Aim

- 1.1. We adopt a whole-school approach to language learning.
- 1.2. We promote bi-literacy and tri-lingualism. We seek to develop our students' proficiency in English and Chinese Languages (including Putonghua) for study, work and leisure, provide them with opportunities for personal and intellectual development, extend their knowledge and experience of other cultures through both the English and Chinese media, and help them to overcome the challenges of the rapidly changing and keenly competitive knowledge-based society of Hong Kong.
- 1.3. While upholding our EMI status and providing a language environment conducive to learning in EMI, we ensure our students have a rich environment to learn Chinese including Putonghua adequately. For those students who are not using Chinese as their first language, i.e. those non-Chinese speaking (NCS) students, we will provide them with a Chinese for NCS course (S1 - S6). The subjects provided are shown in the appendix.

2. A Genuine Language Learning Environment

- 2.1. Besides Chinese, Putonghua, and Chinese History, all lessons should be conducted in English.
- 2.2. Outside the classroom, teachers should speak to students in the same language as they use in the classroom.
- 2.3. Students are required to speak in English at school, inside and outside the classroom.
- 2.4. Proper language should be used for materials on display boards and all publicity documents such as circulars and notices. All written documents should be in proper written form and mixed codes are not accepted.
- 2.5. All class announcements should be made in English (except those related to subjects taught in Chinese or clubs and societies related to Chinese Language and Culture).
- 2.6. All messages or notes written on the blackboard should be in proper written English/Chinese as required. Mixed codes are not allowed.
- 2.7. All assemblies should be conducted in English.

3. Cross-curricular Language Learning

- 3.1. We enforce cross-curricular English learning. Students are encouraged to use English in discussions actively and confidently in all subjects concerned.
- 3.2. All subjects should collaborate to promote reading to learn and work for enhancing the overall learning effectiveness and capacity for life-long learning and whole-person development of our students.
- 3.3. We enforce the requirement that non-language subject teachers teaching through English should at least be able to communicate intelligibly and their use of English should have no adverse impact on students' acquisition of the English language. They should meet the specific requirements as set out by EDB and attend a minimum of 15 hours of EMI-related professional development activities every three years.
- 3.4. We keep a close watch on the language ability of our S1 intakes and set out support measures to ensure that the relatively weaker students are able to overcome the language barriers.
- 3.5. Putonghua is used to conduct Chinese language lessons in certain selected classes in S1 and S2.

This arrangement is reviewed and evaluated every year.

4. The English Department

4.1. The English curriculum should enhance our students' learning experience by providing a language-rich environment through:

- providing greater opportunities for learners to use English for purposeful communication both inside and outside the classroom;
- making use of learner-centered instruction to encourage learner independence;
- making greater use of newspaper and literary or imaginative texts to develop critical thinking and encourage free expression and creativity;
- promoting language development strategies, values and attitudes that are conducive to effective, independent and lifelong learning; and
- promoting the habit of leisure reading through an award system so that students learn the language naturally.

4.2. The objectives of the Enhanced NET Scheme are:

- Objective One: To enrich the English language learning environment in school;
- Objective Two: To enhance the teaching and learning of English with linguistically and culturally authentic materials and resources;
- Objective Three: To build upon teaching expertise through school-based professional development and collaboration between the NET and English Panel Members (EPMs)

(The objectives above should be reflected in the Deployment Plan which should serve as part of the overall school-based English Language Teaching Plan.)

4.3. In SJC, the NET is deployed to teach regular English lessons in both junior and senior levels. The NET will also provide students with extra learning experience through lunch and / or after-school lessons / activities.

5. 中國語文課程

中國語文教育的課程是要讓學生獲得全面而均衡的語文學習經歷，並循以下方向發展：

- 均衡發展讀寫聽說能力，全面發展讀寫聽說的綜合語文能力。
- 培養審美能力和審美情趣，加強中國文學元素。
- 加強品德情意教育、文化學習，培養對中華文化的認識、反思和認同。
- 培養思維能力和素質，鼓勵獨立、批判性思考，發揮創意。
- 提高閱讀興趣，拓寬閱讀面，增加閱讀量，積累知識和語言材料，拓展視野和胸襟。
- 配合時代社會，因應學生需要，編選多樣化的學習材料，靈活運用學習材料。

6. 非華語學生中國語文課程

- 提高非華語學生中文水平，以應付日常生活及公開試 (如 GCSE 及 GCE)。
- 提升非華語學生中華文化素養。
- 引導非華語學生欣賞本土文化。
- 增加非華語學生和本地學生融合的機會，讓非華語學生參加不同的活動，和本校不同年級的學生交流，協助非華學生盡快適應校園生活，融入香港社會。

7. 普通話課程

普通話科課程的設計，重視實際應用。學習主要包括聆聽、說話、閱讀和拼寫四個範疇。

學習目標為：

- 課程以培養學生聽、說普通話的能力為主；培養朗讀能力、拼寫能力及增進與普通話有關的語言文化知識為輔。
- 透過多元化的學習活動，讓學生在課內和課外有更多應用機會，以提升運用普通話溝通的能力和信心。
- 通過多元化的學習材料，讓學生接觸各種普通話表演藝術，例如講故事、朗誦、角色扮演、讀劇、相聲，學生可從觀賞或模擬實踐中品味語言的運用，從而引導學生欣賞語言表達的內涵和技巧，發展學生的創意及評鑑能力。
- 鼓勵學生聆聽、觀賞各種普通話節目，在課餘多接觸普通話，延伸課堂所學，並提升自學能力。
- 提升學生對普通話的學習興趣。
- 增進與普通話有關的語言知識，以及對中華文化的認識。

8. Major Teaching and Learning Strategies

- 8.1. Addressing learners' diversity
- 8.2. Small class teaching
- 8.3. Reading period
- 8.4. Reading schemes
- 8.5. S.1 Bridging Courses
- 8.6. S.1 and S.2 Enrichment classes
- 8.7. Summer classes

9. Contests, Extra-curricular Activities and Service Learning

- 9.1. English
 - Debates
 - Students are recruited to join the Debate Team. Team members will be given regular trainings by both our English teachers and old boys.
 - Debaters are given ample opportunities to take part in various debate competitions organized by different organizations or schools.
 - Apart from debaters of the Debate Team, the rest of the students are also given chances to take part in inter-class debate competitions held by the English Society of the school.
 - Speech
 - Students are highly encouraged to take part in the annual Speech Festival. They are trained by our teacher intensively before taking part in the competition.
 - Students of all forms are required to do individual presentations and group discussions on a regular basis to improve fluency and eloquence.
 - Inter-class public speaking competitions are held during the school term to train students to speak eloquently and confidently.
 - Students are recruited to the MC Team. Selected members are given trainings by professional coaches on presentation skills. These students will be served as Masters of Ceremonies for different school events, e.g. annual school concert and graduation ceremony.
 - English Corner activities
 - Movie viewing, homework assistance, and board & card games are organised mainly for lower form students by the NET in the English Corner room during lunch time.

9.2. 中國語文

- 古文班
- 寫作班
- 思維班
- 拔尖班：應試(中六)，文學(中二)
- 聯校模擬口試 (六所中學參與)
- 增潤班
- 文化團

9.3. 非華語學生中國語文

- 朗誦班
- 書法基礎班
- 文化活動

9.4. 普通話

- 普通話拼音班 (為穩固普通話基礎的中一及中二同學而設)
- 國家語委普通話水平測試培訓課程 (為普通話能力較高的中三及中四同學而設)
- 普通話臉書專頁 (定期發布及上載特定主題的普通話知識及影片，提供課外自學機會)
- 校外比賽：校際朗誦節的普通話參賽項目及校際演講比賽
- 普通話交流團
- 「普普城」普通話互動學習平台
- 德育與公民教育講座普通話主持人培訓計畫 (為中一至中三級同學提供機會以普通話主持)

10. Language Immersion Programmes, Cultural Trips and Exchange Programmes

- 10.1. The English and French Departments organize immersion programmes in English-speaking countries and France respectively.
- 10.2. The Chinese Department organizes cultural trips.
- 10.3. The Putonghua Department organizes Putonghua trip.
- 10.4. We support student exchange programmes. SJC will continue to take part in various exchange programmes with schools / organizations in Mainland and other areas to broaden teachers' professional exposure and students' learning horizons.
- 10.5. The Chinese Department offers a special Chinese programme for non-Chinese speaking (NCS) students to enable them to seek alternative Chinese Language qualifications such as GCE, GCSE and IGCSE.
- 10.6. Students of S.1 - 3 will be encouraged to participate in the GAPSK (Putonghua) organized by the Peking University.
- 10.7. Students of S.3 - 4 will be encouraged to participate in the Proficiency Test in PTH (普通話水平測試) organized by the Chinese National Commission on Language and Script Work.
- 10.8. For students interested in other languages like Japanese, we offer an Enhancement Programme by an outsource provider.

11. The School Library

- 11.1. The resources in the school library (books, videos, games, computers, etc.) should be evaluated and updated regularly to meet learning and teaching needs.
- 11.2. The school library should support the self-reading period and enhance students' reading habit through library activities and reading schemes.

- 11.3. Teachers and students are encouraged to recommend books to the library to help enrich its collection.
- 11.4. The school library opens to 4:00 p.m. in summer timetable and 5:00 p.m. in winter timetable to facilitate a better reading atmosphere and to help build a better studying environment.
- 11.5. The school library is required to circulate the list of new books to the teachers for information regularly.
- 11.6. A Teachers' Reference Library, situated inside the school library, is properly maintained with an increasing number of books and references to enrich teachers and to promote staff development.

12. Requirements for Student Admission and Promotion

In internal examinations, students are required to pass both Chinese & English. Failure in any of the language subjects is considered as failure in the examination and this would be shown in students' report cards.

13. Home-School Co-operation

- 13.1. The school promotes home-based learning programmes for our students, for example, self-reading and on-line interactive language programmes, etc.
- 13.2. As the school and parents should co-operate to foster among students bi-literacy and tri-lingualism, a clear message of our language policy and expectation should be sent to both parents and students. Every year the language policy will be introduced to Secondary 1 parents in the S. 1 Parent Orientation held on the first Sunday in September. Parents will also be encouraged to give suggestions and help in improving students' language skills.
- 13.3. For students who fail in the Chinese and/or English subject(s) in the Half-Yearly Examination, the form-teachers will meet their parents on Parents' Day and remind them to put more efforts in helping their children to improve their results.

14. Annual Review

The school reviews the effectiveness of its language policy annually.

Appendix: Subjects Offered

Subjects		S. 1	S. 2	S. 3	S. 4	S. 5	S. 6
1	Aesthetic Education				✓		
2	Business, Accounting & Financial Studies				✓	✓	✓
3	Biology			✓	✓	✓	✓
4	Business Fundamentals		✓	✓			
5	Chemistry			✓	✓	✓	✓
6	Chinese History	✓	✓	✓	✓	✓	✓
7	Chinese Language	✓	✓	✓	✓	✓	✓
8	Computer Literacy	✓	✓	✓			
9	Economics				✓	✓	✓
10	English Language	✓	✓	✓	✓	✓	✓

11	Geography				✓	✓	✓
12	Information & Communication Technology				✓	✓	✓
13	Integrated Humanities	✓	✓	✓			
14	Integrated Science	✓	✓				
15	Liberal Studies				✓	✓	✓
16	Mathematics	✓	✓	✓	✓	✓	✓
17	Mathematics (Extended Parts: M1 / M2)				✓	✓	✓
18	Music	✓	✓	✓			
19	Physical Education	✓	✓	✓	✓	✓	✓
20	Physics			✓	✓	✓	✓
21	Putonghua	✓	✓	✓			
22	Religious Studies	✓	✓	✓	✓		
23	Tourism & Hospitality Studies				✓	✓	✓
24	Visual Arts	✓	✓	✓			

Note:

1. Besides Chinese, Putonghua, and Chinese History, all lessons are conducted in English.
2. As required by the EDB, a non-Chinese speaking (NCS) student needs to take the “Chinese for NCS” course if he falls into one of the following categories:
 - The student has learned Chinese Language for less than six years; or
 - The student has learned Chinese Language for six years or more in schools, but has been taught an adapted and simpler Chinese Language curriculum not normally applicable to the majority of students in our local schools.

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St. Joseph's College Support Measures

In order to help new S1 students adapt to the English environment of the school and to help students continue to learn in English and improve their English proficiency, our school has the following support measures:

A. Administrative measures:

1. The proportion of GM and CM English teachers is adjusted to better cater for the differences in students' levels of English proficiency. Since May 2014, when recruiting new English teachers, the school has been trying to offer GM instead of CM positions in order to attract more experienced teachers. In 2017-2018, 1 newly employed English teacher is GM teacher. In 2018-2019, 1 additional English teacher is employed.

All work is shared equally among all English teachers according to their interests, expertise and experience. It is hoped that while students' learning can be enhanced, teachers also enjoy a sense of achievement and job satisfaction at work.

B. Enrichment programmes:

1. After-school enrichment writing classes have been organized for S1-2 since 2014.
2. After-school and lunchtime debating classes have been organized for students from S1 and above since 2011.
3. Enrichment classes for S5 and S6 are introduced this academic year (2018-2019) with an aim to help potential students attain a higher level (5**) in the English Subject in DSE. These classes include writing and listening.

C. Remedial measures:

1. Since 2011, summer bridging courses have been made compulsory to students not coming from our primary school (SJPS) and optional to those from SJPS.
2. Since 2011, summer classes have been made compulsory to students who have failed in the English subject in the final examination.
3. Small class teaching is adopted in S1 and S2 to cater for learners' diversity.
4. Starting from 2017 September, a Saturday English course has been offered to students of a particular form, who failed in the subject in the final examination.
5. In order to help students get better results in the English Subject in DSE, remedial classes (grammar and writing) are made compulsory to S4-S5 students who do poorly in English exams.

D. Increased exposure:

1. Students are encouraged to participate in various competitions, both internal and external.
2. "Student Mentorship Scheme" has been introduced to offer assistance to academically weak students – senior form students are invited to help junior form students with their academic work.