St Joseph's College

Language (MOI) Policy (2026-27)

1. Our Aim

1.1. The school adopts a whole-school approach to language learning.

1.2. The school promotes 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 English and Chinese medium of instruction, and help them to overcome the challenges they may meet in this 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 strive to ensure a rich environment for our students to learn Chinese including Putonghua adequately. For students whose first language is not Chinese, i.e. non-Chinese speaking (NCS) students, they have to attend Chinese for NCS course throughout S1-S6. The subjects provided are shown in the appendix.

2. An Authentic Language Learning Environment

2.1. Besides Chinese, Putonghua, and Chinese History, all lessons are conducted in English.

2.2. Outside the classroom, teachers are expected to communicate with students in the same language as they use in the classroom.

2.3. Students are expected to speak in English at school, inside and outside the classroom.

2.4. Proper language should be used for display boards and all publicity documents such as circulars and notices. All written documents shall be in proper written form. Mixed codes are not accepted.

2.5. All school and classroom announcements shall be made in English (except for 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 shall be in proper written English/Chinese as required. Mixed codes are not allowed.

2.7. All assemblies shall 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 shall collaborate in order 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 set out by EDB and attend a minimum of 15 hours of EMI-related professional development activities every three years.

3.4. We observe very carefully the language ability of our S1 intakes and set out support measures to ensure that the relatively weaker students are able to overcome language barriers.

3.5. Putonghua is used to conduct Chinese language lessons in certain selected classes in S1, S2 and S3. This arrangement is reviewed and evaluated every year.

4. The English Department

4.1. The English curriculum shall 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 current news 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;
- providing opportunities for students to take part in different competitions and activities that promote the language in a fun way, e.g. public speaking, debates, singing performance, writing competition, Battle of the Book; and
- promoting the habit of leisure reading especially in lower forms through different measures 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 and reading lessons in the junior levels and speaking lessons in 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，協助非華語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、拼寫和粵普對譯四個範疇。

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，例如朗誦、演講、角色扮演、話劇、相聲等等，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 learner diversity

8.2. Small class teaching

8.3. Reading period

8.4. Reading scheme

8.5. S.1 Bridging Courses

8.6. Enrichment and remedial classes

8.7. Summer classes

8.8. Regular DSE Past exam papers practice

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 our English teachers, old boys and hired coaches.
  - Debaters are given ample opportunities to take part in various debate competitions organized by different organizations or schools.
  - Apart from debaters from 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.

- Public Speaking/ Speech
  - Students are highly encouraged to take part in the annual Speech Festival. They are trained by our teachers 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.
  - Students are encouraged to take part in public speaking competitions. Participants will be given trainings by their teachers on presentation skills. Some capable students are trained to be Masters of Ceremonies for different school events, e.g. annual school concert and graduation ceremony.
  - S4 students will attend speaking class with the NET once every two weeks. During the lesson, students are expected to discuss and give presentations on the topics introduced by the NET.

- Other English activities
  - Joint-school competitions in debate and/ or public speaking are held during the year.
  - Creative writing course is provided to students who are interested in writing.
  - Internal and external writing competitions are held and promoted to students.
  - Debate trainings are provided to team members.
  - Library book exhibition is held regularly during the whole year to develop a reading culture among the school. Interesting and new titles are recommended to students.
  - A reading award scheme is promoted to S1-3.
  - English activities are held in the English Corner regularly.
  - Battle of the Books competition is held to encourage reading.
  - Singing performance by teachers and students is held.
  - English Study Tour is held once a year.

9.2. 中國語文
- 古文班
- 寫作班
- 拔尖班、保底班
- 辯論比賽、朗誦比賽、演講比賽、寫作比賽等
- 文化交流團

9.3. 非華語學生中國語文
- 粵劇文化班
- 畫法藝術班
- 書畫藝術班

9.4. 普通話
- 普通話小組課業（中一：潮語分享、中二：廣播劇、中三：短劇）：給予學生實踐學習成果的機會，提供特定的任務或場景，鼓勵他們在日常生活中多運用普通話。
- 價值教育講座普通主持人培訓計畫：為中一至中三級學生提供以普通話主持校內講座的機會，以提升運用普通話溝通的能力和信心。
- 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學生而設，助他們考取專業的普通話語言資格，從而裝備自身語言能力。
- 普通話課後活動：與校外機構合作，聘用導師到校以普通話教授中國傳統手工藝，希望學習普通話的同時，亦能培養學生對我國傳統文化、藝術的興趣。
- 普通話班際比賽（中一：普通話狙擊戰、中二：博學多才問答比賽、中三：普通話演講比賽）：希望提供有趣的學習或運用語言的活動，提高學生學習興趣。
- 普通話校外比賽：校際朗誦節、演講比賽、講故事比賽、拼音比賽等等，可提升學生運用普通話的自信，亦可從基本的語言能力擴展至語言的表演藝術的層面。
- 挑選熱衷推廣普通話的學生參與語文教育及研究常務委員會（語常會）的「學生語文大使計劃」，讓他們可以持續在校園內外樹立榜樣，發揮同儕之間的互勉互動，分享學習兩文三語的樂趣及推廣多元化的語文實踐經驗。
- 普通話學會 Instagram 帳戶和 YouTube 頻道：定期發布及上載特定主題的普通話知識及影片，提供學生課外自學機會。

10. Language Immersion Programmes, Cultural Trips and Exchange Programmes

10.1. The English Department organizes an immersion opportunity in an English-speaking country yearly if possible.

10.2. The Chinese Department organizes cultural trips yearly if possible.

10.3. The school supports student-exchange programmes. The school will continue to take part in various exchange programmes with schools / organizations in China and other regions to broaden teachers' professional exposure and students' learning horizons.

10.4. 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.

10.5. S3-4 students are 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.

10.6. The school offers an Enhancement Programme conducted by outsource providers to students who are interested in other languages such as Japanese.

11. The School Library

11.1. The resources (books, videos, games, computers, etc.) in the school library are evaluated and updated regularly to meet learning and teaching needs.

11.2. The school library supports the self-reading period and enhances students' reading habit through library activities and reading schemes.

11.3. Teachers and students are encouraged to recommend books to the library to help expand its collection.

11.4. The school library closes at 4:00 p.m. in summer timetable and 5:00 p.m. in winter timetable to cultivate a better reading atmosphere and to help build a more pleasant study environment.

11.5. The school library circulates lists of new books to teachers for information regularly.

11.6. A Teachers' Reference Library is properly maintained with an increasing number of books and references to promote staff development.

12. Requirements for Student Admission and Promotion

In internal examinations, students are required to pass both the Chinese & English subjects. Students failing in any of the language subjects are considered failing the examination, and this will be shown on students' report cards.

13. Home-School Co-operation

13.1. The school promotes home-based learning programmes among the students, for example, self-reading and online interactive language programmes, etc.

13.2. It is expected that the school co-operates with parents in order to foster bi-literacy and tri-lingualism among students. The message of our language policy and expectation shall be delivered to both parents and students. Every year the language policy is introduced to Secondary 1 parents in the S. 1 Parent Orientation held on the first week in September. Parents are also encouraged to give suggestions on school policies and to help improve students' language skills.

13.3. For students who fail the Chinese and/or English subject(s) in the Half-yearly Examination, the form-teachers concerned will meet their parents on Parents' Day and remind them to put more efforts in helping their children 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	Citizenship, Economics and Society	✓	✓	✓			
9	Citizenship and Social Development				✓	✓	✓
10	Computer Literacy	✓	✓	✓			
11	Economics				✓	✓	✓
12	English Language	✓	✓	✓	✓	✓	✓
13	Geography	✓		✓	✓	✓	✓
14	History	✓	✓				
15	Information & Communication Technology				✓	✓	✓
16	Integrated Science	✓	✓				
17	Mathematics	✓	✓	✓	✓	✓	✓
18	Mathematics (Extended Parts: M1 / M2)				✓	✓	✓
19	Music	✓	✓	✓			
20	Physical Education	✓	✓	✓	✓	✓	✓
21	Physical Education (Elective Subject)				✓	✓	✓
22	Physics			✓	✓	✓	✓
23	Putonghua	✓	✓	✓			
24	Religious and Moral Education	✓	✓	✓	✓	✓	
25	Visual Arts	✓	✓	✓			✓

Note:

1. Besides Chinese, Putonghua, and Chinese History, all lessons are conducted in English.
2. As required by the EDB, non-Chinese speaking (NCS) students are required to take “Chinese for NCS”, “Putonghua for NCS” and “Chinese History for NCS”.