

# Language Policy

## Our Rationale

English is the language of global communication. In such a metropolitan city as Hong Kong, a good mastery of English would certainly give young people an advantage in academic and vocational situations. To equip students well for tertiary education and better career opportunities, our school has been adopting English as the major medium of instruction.

With the capability of our students and teachers to learn and teach in English, our school will continue to adopt English as the medium of instruction in all subjects and all classes except Moral and Civic Education and Physical Education. Nurturing students into responsible citizens is equally important as strengthening their language proficiency. Our school has therefore decided that Moral and Civic Education be conducted in mother tongue, which best caters for the growth of students.

## Our MOI Arrangement

<b>KLA</b>	<b>Subjects taught in EMI</b>	<b>No of classes adopting EMI from 2010/11 to 2015/16</b>
<b>Mathematics</b>	<b>Mathematics</b>	<b>All</b>
<b>Science</b>	<b>Science</b>	<b>All</b>
<b>PSHE</b>	<b>Integrated Humanities</b>	<b>All</b>
<b>Technology Education</b>	<b>Technology and Living</b>	<b>All</b>
<b>Arts Education</b>	<b>Music</b>	<b>All</b>
	<b>Visual Arts</b>	<b>All</b>
<b>Moral and Civic Education</b>	<b>Religious Education</b>	<b>0</b>
<b>Physical Education</b>	<b>Physical Education</b>	<b>0</b>

### **School-based Support Measures**

Various support measures have been employed to facilitate student learning in English:

1. To help the newly-admitted S1 students adapt to the English learning environment, a summer bridging programme is provided every year. The programme has two phases. Phase 1 is for all new students and the course covers four language skills in the context of Integrated Humanities and Science, preparing students to master the linguistic features commonly used in these two key learning areas. Phase 2 caters for 36 students with weaker English language ability. The course aims to help students consolidate their grammar knowledge and is conducted in small group tutorials.
2. To offer extra support to students with weaker English language ability, after-school remedial classes have also been regularly operated from S1 to S6.
3. To stretch the potential of elite students, a variety of programmes such as Debating Workshop, Presentation Workshop and Writing Workshop have also been organized during weekends and vacations.
4. School-based curricula have been developed to arouse students' interest in English learning.

<b>Level</b>	<b>Curricula</b>
S1	Learning English Through Poems and Short Stories Learning Skills Across Curriculum focusing on the linguistic features used in other EMI content subjects
S2	Learning English Through Drama, Poems and Short Stories
S3	Learning English Through Debating
S4	Learning English Through Social Issues
S5 & S6	Learning English Through Workplace Communication

5. To further increase students' exposure to English language, English Award Scheme (EAS) has been in place since the academic year 2006/2007. The scheme, which is implemented on a school level, aims at encouraging students to learn English in a fun way and creating opportunities for them to get involved in English-related activities. Apart from the EAS, a series of co-curricular activities have also been made available to encourage the use of English in learning and communication.

<b>Level</b>	<b>Co-curricular Activities</b>
S1	Inter-class Choral Speaking Competition
S2	Inter-class Choral Speaking Competition
S3	Inter-class Debate Competition
S4	Group Presentation on Hong Kong / Singapore Comparison Study Tour to Singapore
S5-6	Mock Job Interview Day

6. Importance has been attached to English reading, including both fiction and non-fiction books. Apart from the regular English reading scheme designed by the Department of English, a holiday reading scheme has also been implemented to encourage reading among students. Reading Circle is also conducted in all junior classes to encourage students to exchange their thoughts after reading. To introduce students to more suitable English books, various reading texts have been chosen by English teachers and circulated among classes in junior levels.
  
7. To maximize the opportunity of using English on campus, class affairs, morning assembly and announcements on Monday, Tuesday and Thursday are conducted in English. A rich English language environment has been created in school.

本科在校內推廣普通話的重點措施：

1. 所有學生必須以普通話與本科老師交談，以營造普通話語境。
2. 本科於中一至中三級推行「普通話小老師計劃」，由普通話能力較佳的同學擔任小老師，在課堂上帶讀及糾正同學的普通話發音，課後小老師會自發於午膳或放學後指導學員，發揮教學相長、朋輩互助的精神，提升學生學習普通話的興趣和能力。
3. 本年度普通話科將與普通話學會和德育及公民教育組合作，於星期三進行全校早會廣播分享，每月一至兩次，分享內容以趣味、實用、多元化為原則，形式則以分享故事、歌曲、文章、時事新聞、中國國情及文化等主題為手段，豐富學生不同領域的普通話詞匯、並且培養學生關心社會、熱愛家國的情操，從而提升學習普通話的興趣和信心。廣播結束後，負責同學會把學習資料張貼在報告板上，讓其他同學重溫內容，以鞏固及延伸所學。