

St Joseph's College
Language (MOI) Policy (2017-18)

1. Our Aim

- 1.1. We adopt a whole-school approach to language learning.
- 1.2. We promote bi-literate 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 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 (非華語學生), we will provide them with a simplified Chinese course (S1 - S6). We also offer French as an elective to the interested learners. The subjects provided are shown in the appendix.

2. A Genuine Language Learning Environment

- 2.1. Besides Chinese, Putonghua, Chinese History and French, all lessons should be conducted in English.
- 2.2. Outside the classroom, teachers should speak to the students in the same language as they use in the classroom.
- 2.3. Students are required to talk 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).
- 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 and all subjects concerned should engage our students in discussions actively and confidently in English.
- 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, S2 and S3. 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 literary or imaginative texts to develop critical thinking and encourage free expression and creativity; and
- promoting language development strategies, values and attitudes that are conducive to effective, independent and lifelong learning.

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. 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 GCE 及 GCSE)
- 提升非華語學生中華文化素養
- 引導非華語學生欣賞中國文化
- 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

7. Major Teaching and Learning strategies

7.1. Addressing learners' diversity

7.2. Small class teaching

7.3. Reading period

- 7.4. Reading schemes
- 7.5. S.1 Bridging Courses
- 7.6. S.1, S.2 Enrichment classes
- 7.7. Summer classes

8. Contests, Extra-curricular Activities and Service Learning

8.1. English

- Debate & Speech
 - Students are encouraged to take part in both internal and external activities.
 - Language teachers and old boys are invited to look after the debate and speech activities.
 - Students' achievements are recognized, e.g. through display boards, newsletters, performances on important occasions.
- Drama
- English Campus TV

8.2. 中國語文

- 古文班
- 寫作班
- 思維班
- 辯論班
- 拔尖班：寫作(中六)，文學(中二)
- 聯校模擬口試 (十至二十間中學參與)
- 文化團

8.3. 非華語學生中國語文

- 朗誦班
- 書法基礎班

8.4 普通話

- 普通話基礎班 (為普通話能力較低的中一及中二同學而設)
- 普通話水平測試預備班 (為普通話能力較高的中三及中四同學而設)
- 普通話面書專頁(定期發布及上載特定主題的普通話知識及影片,提供課外學習機會)
- 校外比賽: 朗誦節普通話項目及校際辯論比賽

9. Language Immersion Programmes, Cultural Trips and Exchange Programmes

- 9.1. The English and French Departments organize immersion programmes in England and France respectively.
- 9.2. The Chinese Department organizes cultural trips.
- 9.3. 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 horizon.

- 9.4. 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.
- 9.5. Students of S.1 - 3 will be encouraged to participate in the GAPSK (Putonghua) organized by the Peking University.
- 9.6. 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.
- 9.7. For students interested in other languages like Japanese, we offer an Enhancement Program by an outsource provider.

10. The School Library

- 10.1. The resources in the school library (books, videos, games, computers, etc.) should be evaluated and updated regularly to meet learning and teaching needs.
- 10.2. The school library should support the self-reading period and enhance students' reading habit through library activities and reading schemes.
- 10.3. Teachers and students are encouraged to recommend books to the library to help enrich its collection.
- 10.4. The school library opens to 4:00 p.m. during summer timetable and 5:00 p.m. during winter timetable to facilitate a better reading atmosphere and to help build a better studying environment.
- 10.5. The school library is required to circulate the list of new books to the teachers for information regularly.
- 10.6. A Teachers' Reference Library, situated inside the school library, is properly maintained with increasing number of books and references to enrich teachers and to promote staff development.

11. Requirements for Student Admission and Promotion

In the 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 report cards.

12. Home-School Co-operation

- 12.1. The school promotes home-based learning programmes for our students, for example, self-reading and on-line interactive language programme, etc.
- 12.2. As the school and parents should co-operate to foster among students bi-literate 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.
- 12.3. For students who fail in the Chinese and/or English subject(s) in the first term 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.

13. 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, Chinese History, all lessons are conducted in English.
2. As required by the EDB, a non-Chinese speaking (NCS) student needs to take the “Simplified Chinese” 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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