

**St Joseph's College**  
**Language Policy (2013-14)**

**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, we will provide French as an alternative as well as enrichment courses in Chinese. We also provide 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 proper 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 the 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 English in the elite classes as well as to take the Reading Lessons in the other classes. Further, the NET will 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. Major Teaching and Learning strategies**

- 6.1. Addressing learners' diversity
- 6.2. Small class teaching
- 6.3. Reading period
- 6.4. Reading schemes
- 6.5. S.1 Bridging Courses

## **7. Contests, Extra-curricular Activities and Service Learning**

### 7.1. 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.

### 7.2. Drama

### 7.3. English Song Singing

### 7.4. Campus TV

### 7.5. Reading Reports

### 7.6. The Reading Buddy Schemes

## **8. Language Immersion Programmes, Cultural Trips and Exchange Programmes**

8.1. The English and French Departments organize immersion programmes in England and France respectively.

8.2. The Putonghua Department organizes language learning and cultural exchange camps.

8.3. The Chinese Department organizes cultural trips.

8.4. 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 horizon.

8.5. The Chinese Department offers a special Chinese programme for French students to enable them to seek alternative Chinese Language qualifications such as GCE, GCSE and IGCSE.

8.6. Students of S.1-3 will be encouraged to participate in the GAPSK (Putonghua) organized by the Peking University.

8.7. Students of S.4 and above are also encouraged to participate in the Proficiency Test in PTH organized by the HKEAA.

8.8. For students interested in other languages like French, we offer an Enhancement Program by an outsource provider (at present, the School of Modern Languages and Cultures of the HKU). The course will follow the IGCSE syllabus. It aims to prepare S. 1 students for the taking of the IGCSE after the requisite number of years of study, and to allow them to select French as an NSS elective in S. 4.

## **9. The School Library**

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

9.2. The school library should support the self-reading period and enhance students' reading habit through library activities and reading schemes.

9.3. Teachers and students are encouraged to recommend books to the library to help enrich its collection.

9.4. 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.

9.5. The school library is required to circulate the list of new books to the teachers for information regularly.

- 9.6. 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.

**10. Requirements for Student Admission and Promotion**

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

**11. Home-School Co-operation**

- 11.1. The school promotes home-based learning programmes for our students, for example, self-reading and on-line interactive language programme, etc.
- 11.2. 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 Form1 parents in the Form1 Parent Orientation held on the first Sunday in September. Parents will also be encouraged to give suggestions and help in improving students' language skills.
- 11.3. For students who failed 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 studies.

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

**Note:**

1. Besides Chinese, Putonghua, Chinese History and French, all lessons are conducted in English.
2. As required by the EDB, a student is allowed to take French instead of Chinese if he meets the following criteria:
  - 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.

From S 4- 6, students could choose French as an elective subject / extra subject.