

Implementation of School-based Language Policy – Possibilities and Opportunities



POOI TO MIDDLE SCHOOL
28 November 2009

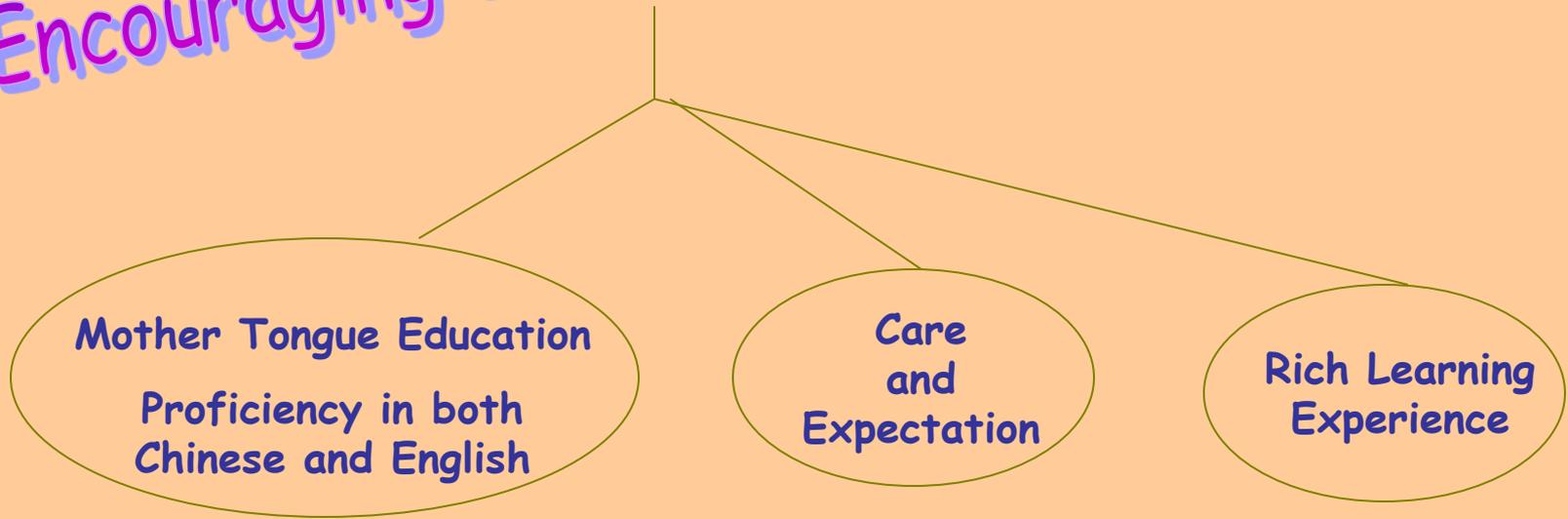
Pooi To Middle School

- Established in 1888 in Guangzhou to provide a Christian education for women.
- Hong Kong branch set up in 1945.



- Christian
- Girls
- CMI

Encouraging Growth for All



School Language Policy

50s

- The missionary influence – Christian activities conducted in English.
- The school library has a much greater proportion of English books.

60s-70s

(private school)

- Science and Maths using English books.

80s

(subsidized school)

- Strong belief in Mother Tongue Education and enhancing the learning of English.

(母語教學 中英兼擅)

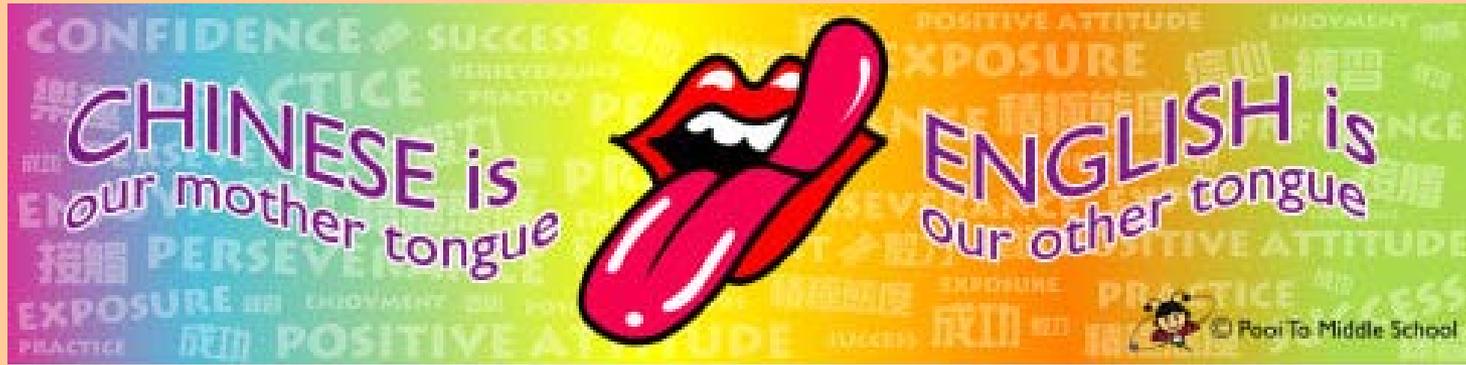
80s-90s

Whole school support to realize vision

For English learning:

- ❖ Small Group teaching
- ❖ Prime time allocation
- ❖ Teachers mainly teaching English

2000s



“For Mother Tongue Education to be successful we need to help CMI students learn English well.”

The school message



PTH

MTE

ENGLISH

Building on strengths.....

- Teaching strategies, not just smaller classes.
- Students' confidence, not just pass rates.
- School culture, not just within classrooms.



English Language Learning & Teaching in Pooi To Middle School

Formal Curriculum

Promoting Reading

**English Around
Campus**

Junior Forms

Objectives :

1. To arouse students' interest in learning English
2. To build students' confidence in using English

Senior Forms

Objectives:

1. To equip students with the skills and techniques for the public examinations
2. To widen students' scope of learning and strengthen their general knowledge

Formal Curriculum

- Co-operative Learning
- Use of authentic materials
- Interactive activities
- Pre-writing & post-writing activities

Variety of Teaching Strategies



Most of the good things should happen in the lessons

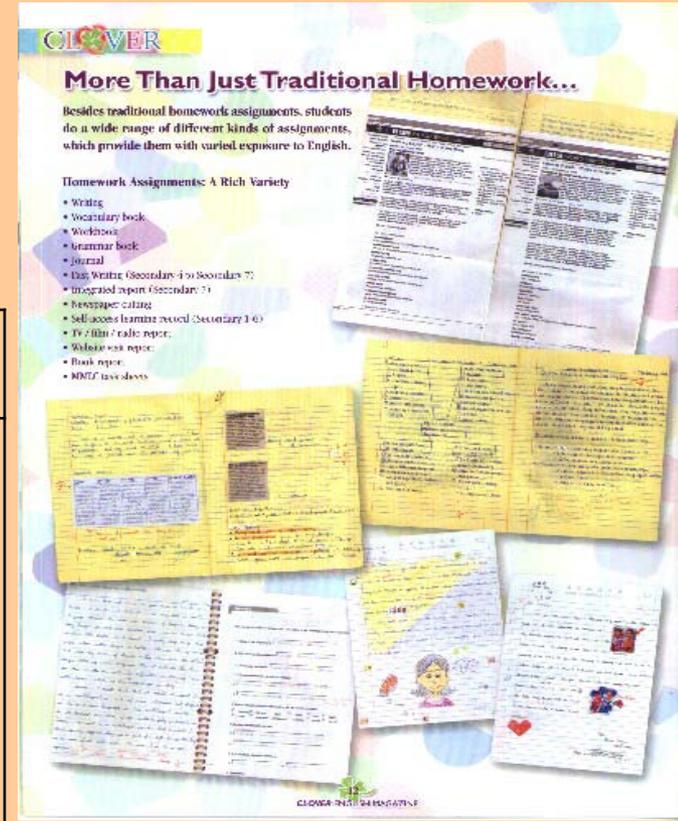
Variety of Assignments

S.1 - 3

- Self-access Learning Record
- News cut
- Reading Log
- Drama Log
- Journal

S.4 - 7

- Self-access Learning Record
- News cut
- Fast Write
- Hkedcity's TV News Practice



Nature of assignments consistent throughout all levels

English Around Campus

Mini Oscar



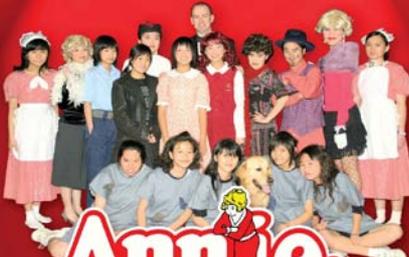
St. Patrick's Day

Acculturation

“Getting interested in a culture makes us want to learn a language.”

English musicals

Pooi To Middle School
proudly presents



Annie jr.

A part of
THE BRONXWY PARK COLLECTION™

Based on "LITTLE ORPHAN ANNIE" by Frances of the TRUING PETER SENIOR, INC.
Book by THOMAS MCFARLANE • Music by CHARLES STRONG • Lyrics by PATRICK GIBSON
Originally Performed by
JIMMY NORTON, STEPHEN B. TRINERMAN, JENNY ALLEN, ALAN REYNOLDS AND ASSOCIATES, INC.
THE JOHN F. KENNEDY CENTER FOR THE PERFORMING ARTS, WASHINGTON, DC 20540

This musical is presented through special arrangement with NEW INTERNATIONAL MUSICALS INCORPORATED,
33111, Six Four, Eisenhower, Silverdale, WA 98152 Japan.

3 - 4 May 2006
Ko Shan Theatre

 **POOI TO MIDDLE SCHOOL** This performance is presented under the rental subsidy scheme of the Leisure and Cultural Services Department



English Speaking Café
A taste of real relaxed English.

Promoting Reading

- Morning Reading Session
- Reading Scheme (class sets)
- English Book Fairs
- Readers' Theatre
- Readers' Club



2006 English Enhancement Scheme Situation Analysis

School

- Mission reinstated
- Whole school effort to build an English-rich environment yet to be developed

2006 English Enhancement Scheme Situation Analysis

Students

- Overall positive attitude to English
- Good pass rate
- General perception that CMI students cannot learn English well disheartening
- Not backed up by English-rich environment in daily lives

2006 English Enhancement Scheme Situation Analysis

Teachers

- Strong team of English Language teachers in teaching the curriculum
- English language teachers not familiar with language arts
- Little co-operation between English and non-language teachers

Turn a new page:

1. English teachers be equipped to teach language arts
2. Cultivating English proficiency not sole responsibility of English teachers
3. Students' exposure to English to be widened through EAC

English Language Learning & Teaching in Pooi To Middle School

Formal Curriculum

Promoting Reading

**English Around
Campus**

**Language Arts
Programme**

**Language Across
Curriculum**

2006

2006

Language Arts Program

S1 Drama

S2 Poetry and literature

S3 Public Speaking



Our focus is now on

English Across Curriculum

Using English in other subjects

- English is everywhere
- English used as a study language
- More global perceptions; extending learning horizons
- Whole school effort to enhance students' English proficiency
- Students better prepared for future work and studies

08/09

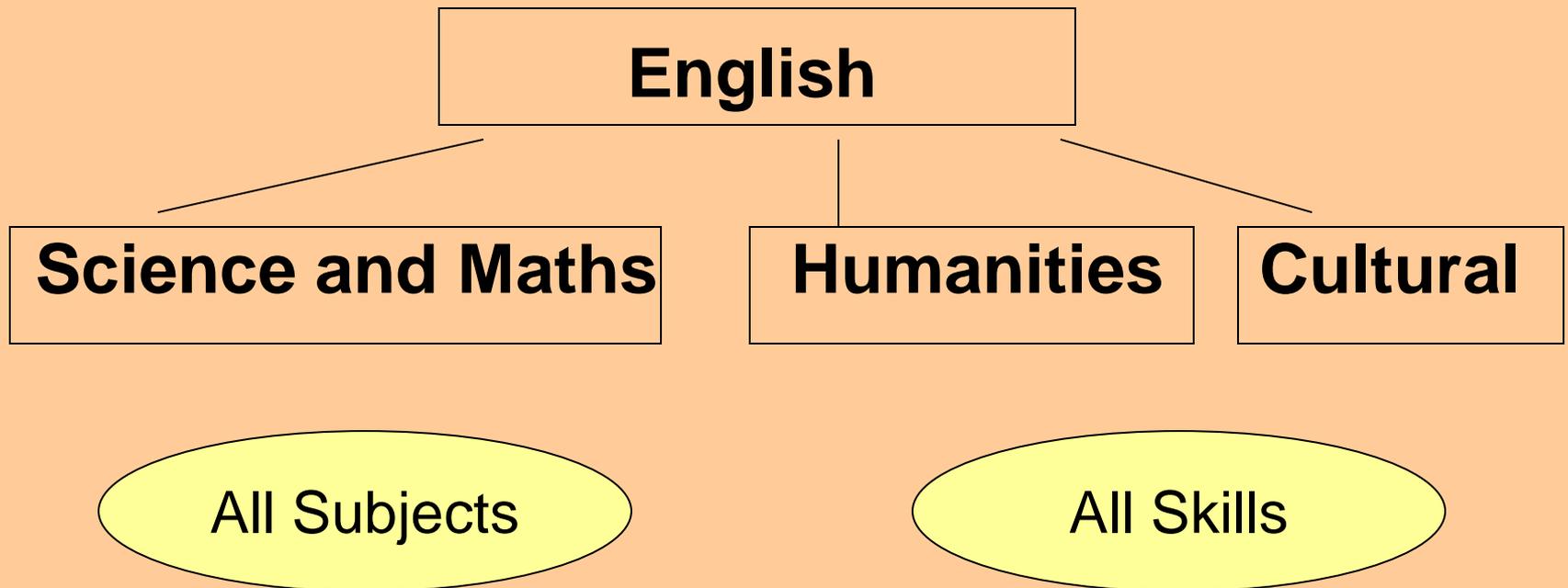
Implementation Plan

(on voluntary basis)

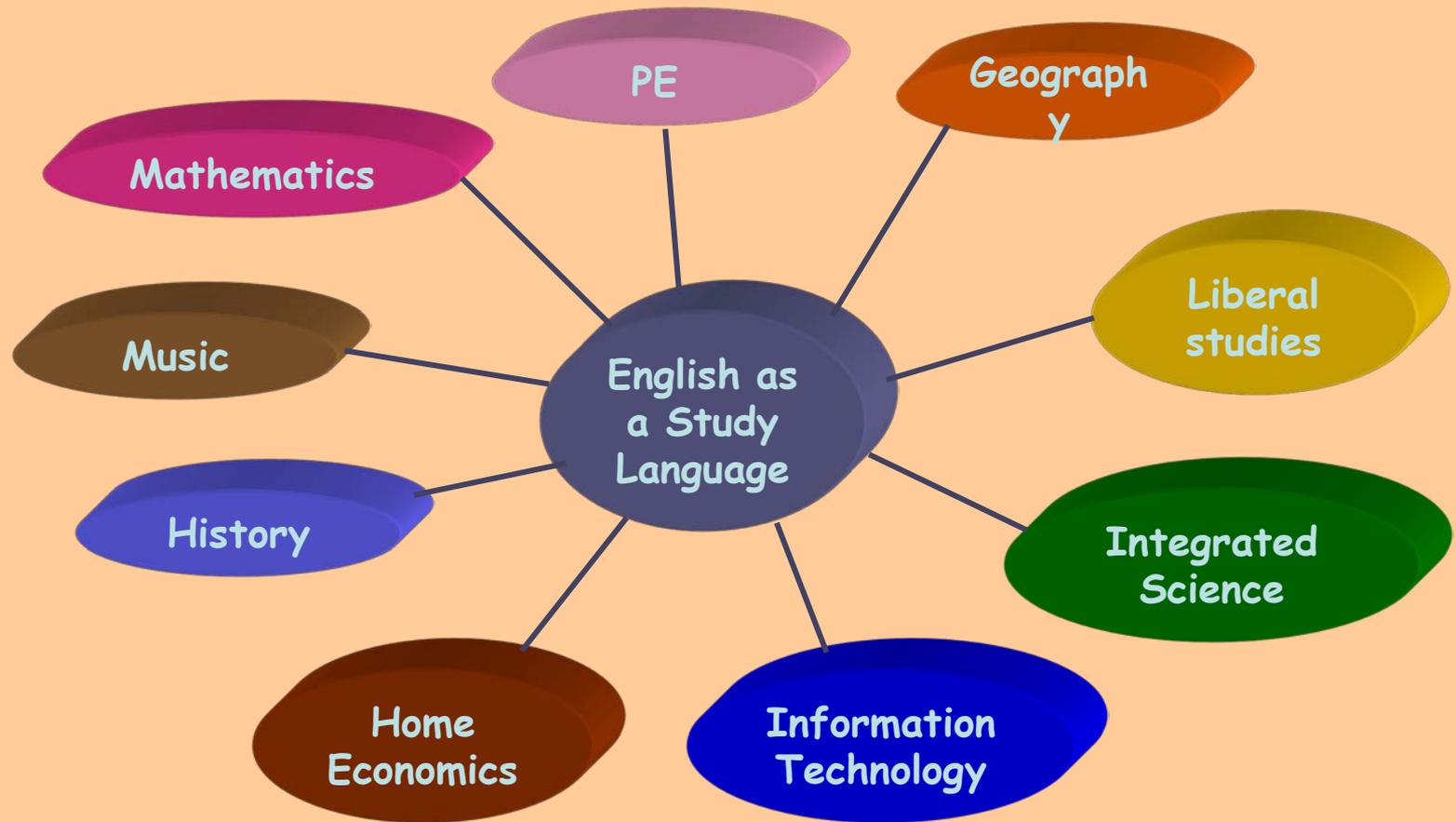
S.1	S.2	S.3
History & Cultural Studies	History & Cultural Studies	History
I.S.	I.S.	I.S.
Math	Math	V.A.
Geography	Geography	Music
Music	Music	
Physical Education	Computer (1 st term)	
Home Economics	Home Economics	

09/10

The English Across Curriculum Working Committee



ENGLISH ACROSS CURRICULUM



Vocabulary

+

Reading
Writing

Listening
Speaking

S3

Project on “People in History”



S4

Project on “Land Use”



Geography

Name: _____ ()

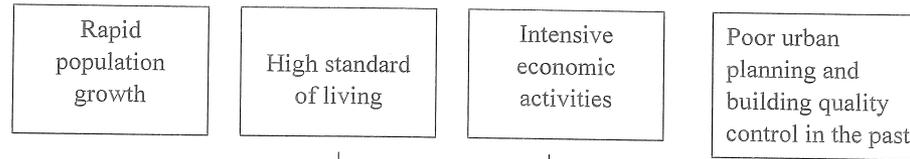
Major Urban Problems in Hong Kong

There are a number of urban problems in Hong Kong. These problems are commonly found in our inner city areas, such as Sham Shui Po, Tui Kok Tsui, Yau Ma Tei and Sheung Wan, where were developed in early days. *which*

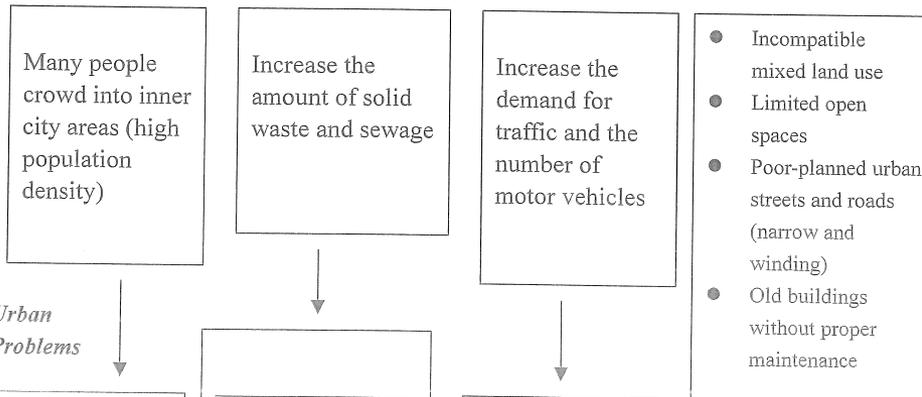
Here is the list of urban problems. Match the problems with the causes and situations by filling in the boxes with the words in the list below.

Pollution problems Traffic problems Land use conflict Urban decay
Overcrowding

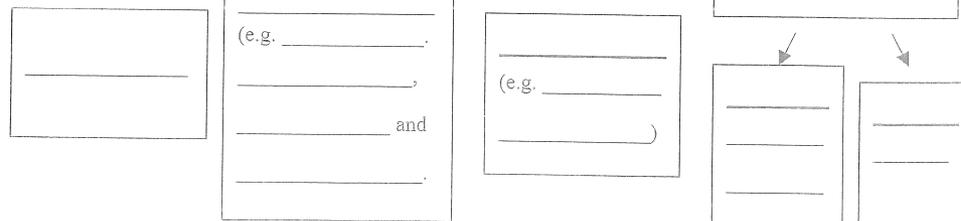
Causes



Situations



Urban Problems



Geography

Read the following passage and complete the tasks that follow.

Urban Problems in our City

Hong Kong is a modern city. There are many facilities, such as schools, hospitals and cinemas. We enjoy a high standard of living. However, does it mean that Hong Kong is a perfect place to live in? In fact, like other large cities in the world, there are many urban problems in Hong Kong.

In Hong Kong, a lot of people live in crowded conditions. A lot of families have to live in very small flats. Besides, buildings are very close together. There are not enough open spaces for recreation. This is especially true in some old urban areas such as Sham Shui Po. The living environment is poor.

Besides housing problems, the traffic in Hong Kong is very busy. There is usually traffic congestion at bottlenecks in the main roads during rush hours. Traffic congestion is also found in industrial areas where loading and unloading of goods take place.

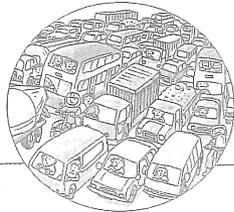
Moreover, pollution is also a serious urban problem. Smoke, dirty water, loud noise and garbage lead to bad environment. They are called pollutants. They cause air pollution, water pollution, noise pollution and land pollution.

Facing these problems, do you think Hong Kong is a perfect place to live in?

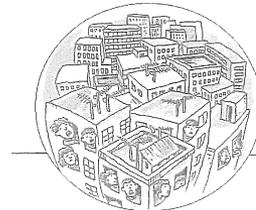
Task 1

Identify the urban problems shown in the pictures.

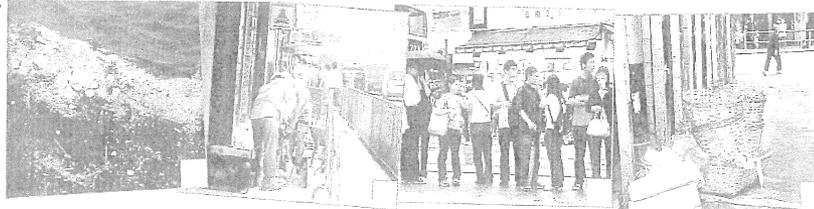
a.



b.



c - f.



b

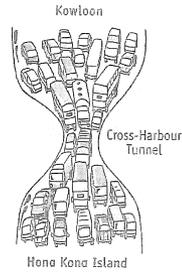
c

d

Geography

g.

h.



How do you call this part?

h. This photo was most probably taken during



Figure 3 Traffic congestion at the entrance of the Cross-Harbour Tunnel

Task 2

1. According to paragraph, do you think the writer finds Hong Kong a perfect place to live in?

2. Which one of the following statements is not true about Sham Shui Po?

- a. The spaces for recreation is not enough
- b. The living conditions are crowded
- c. The living environment is bad
- d. The buildings are too old to live in.



3. Where does traffic congestion always happen?

4. When are rush hours in Hong Kong?

In Hong Kong, rush hours are from _____ to _____ in the morning and between _____ and _____ in the afternoon.

5. Write down 4 pollutants that cause pollution problems.

- a. _____
- b. _____
- c. _____
- d. _____

Task 3

Complete the following sentences with suitable words found in the passage.

1. Our school provides a good study environment with lots of _____, such as the library, gymnasium and the MMLC, for us to learn better.
2. The _____ of living in China is getting higher and higher.
3. That restaurant is so _____. We have to wait long if we want to eat lunch there.
4. You had better use public transport during _____, or the traffic problem will be more serious.
5. A car accident _____ in Mong Kok yesterday. It caused serious traffic _____. That's why I was late for school.
6. Lorries cannot stop to _____ or _____ goods on narrow roads.

Liberal Studies

English Across Curriculum (5) (May : Life Skills - Stress Management)

A. Are you stressed?

Stress is a normal and natural part of our life. It is our reactions to a potentially threatening situation. In the past month, How often do the following situations happen to you? Put a “✓” in the appropriate box.

	never Happens	Happens occasionally	Happens frequently
1. I feel that I have too much homework and I cannot <u>cope with</u> (處理) it.			
2. I feel that I have to race through the day, e.g. talking and walking fast, crossing road on red light.			
3. I feel that there is no time for hobbies and I always think about my studies.			
4. I blow up easily when I <u>come across</u> (遇到) failure (失敗) or difficulties.			
5. I feel worried about others' comments (評語) on my <u>academic performance</u> (學業表現).			
6. I feel that my teacher or family does not <u>appreciate</u> (欣賞) me.			
7. I worry about my <u>financial situation</u> (財政情況).			
8. I have consistent (持續的) headaches / stomachaches / back pain.			
9. I ease my pressure by smoking, drinking alcohol, using drugs or snacking.			
10. I take sleeping pills to help me sleep.			
11. I get angry easily.			
12. I interrupt (打斷) others while they are speaking.			
13. I cannot get to sleep at night during test / exam periods .			
14. I feel guilty when I am taking a break.			
15. I do not enjoy life.			

Marks: 0=It never happens; 1=It happens occasionally; 2=It happens frequently. What you score means:

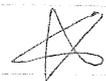
* 0-10 marks: Your low level of mental stress may indicate that your life lacks excitement. Your life is boring and you are not motivated.

* 11-15 marks You have moderate level of mental stress. Although you feel stressed at some times, you still can cope with it.

* 16 marks or above You have a high level of mental stress. You have to re-think how you are living. You *had* better find out the sources of your stress and solutions.

Liberal Studies

Firstly, managing the time effectively is very important. After writing the work list, I need to set priorities. Important and urgent things should be done first. Being a responsible student, I should hand in the homework on time, so I ought to finish my homework before reviewing the lessons and doing revision.



As I cannot be distracted by trivial things, television must be turned off while I am doing my homework. Besides, when I have any problems about the lessons, I can't be passive nor escape the difficulties. I should ask the teachers until I understand.



Moreover, since reading books can broaden my horizons and enrich my knowledge, I ought to read various books to equip myself. I can also learn a lot by taking part in extra-curricular activities which may let me know how to get along well with others.



Finally, having determination is the most important thing to achieve the goals. So, don't give up half way even there are a lot of challenges!



實驗室安全工作紙練習

姓名：_____

班別：_____

日期：_____

實驗室安全守則 (Laboratory Safety Rules)

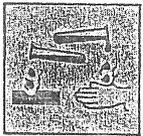
實驗室內由於設備較多，所以比普通課室較易發生危險，故此學生應遵守實驗室內的紀律：

1. 學生必須嚴格遵從老師的指示。	A. Report all accidents and breakage to your teacher immediately.
2. 沒有老師在場，學生不得進入實驗室。	B. Do not run or play in the laboratory.
3. 未經老師許可，學生不得移動實驗室內物品。	C. Always tie up your long hair.
4. 學生不得在實驗室內追逐或嬉戲。	D. Do not move anything in the laboratory without your teacher's permission.
5. 學生必須留心所有進行中的實驗。	E. Always wash your hands after the experiment.
6. 注意清潔及整齊，做完實驗要將儀器物品歸還及清潔枱面；不要把垃圾拋在洗滌槽中。	F. Do not eat or drink in the laboratory. Do not lick your fingertips or pencils in the laboratory.
7. 如遇意外及儀器損毀，學生應即向老師報告。	G. Do not enter the laboratory unless your teacher is present.
8. 實驗室內不得飲食；學生不應在實驗室內吮指頭或鉛筆，以免沾染化學品或細菌而引致疾病。	H. Keep your laboratory clean and tidy. After experiment, put the materials in its original place and clean the bench. Do not put wastes into the sink.
9. 女同學須把長髮紮好。	I. Always pay attention to the experiment.
10. 實驗完畢應即洗手。	J. Always follow instructions given by your teacher.

配對(Matching)：

1	2	3	4	5	6	7	8	9	10
J	G	D	B	I	H	A	F	C	E

危險警告標籤 (Warning Labels)



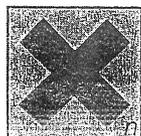
腐蝕性



爆炸性



有毒



有害



易燃



刺激性

Flammable Irritant Toxic
Explosive Harmful Corrosive



小心 (Caution)



應佩戴安全眼鏡
(Wear safety spectacles)

Fill in the blanks: Corrosive Explosive Toxic Harmful Flammable Irritant

3A

70. I

2. 根據上文,由於美國當局在當時西班牙流感爆發時掉以輕心,沒有向外界公布和作出防範,病毒被傳播至歐洲,加上第二波病毒變種,更嚴重。由於當時正值第一次世界大戰,美軍都被派往歐洲應戰,患病的美軍將病毒帶到歐洲,使歐洲情況嚴重。(6分)

3. 我認為港府應禁止外國旅客入境,因為當年的西班牙流感會傳染至歐洲是由於美軍將病毒帶到歐洲境內,禁止外來國家的人的入境可減低與外國傳入的個案和感染機會,不讓疫情擴散。(2+2分)

(5分)

四、英文篇章 (10分)

15

1. Chamberlain and Churchill are from England. (2分)

2. Chamberlain think that if they satisfy Hitler wants, he will not invade any countries anymore. Churchill think appeasement policy didn't work, it will only make Hitler more aggressive and invade more countries. Only strong action can stop Hitler's invasion. (4分)

3. If I were Churchill, I would warn Chamberlain that Hitler is a cunning people. He will never stop invade other countries even we already satisfy him. He won't follow his promise. He is a danger. He will endanger the whole world if we don't do strong action to stop him. (4分)

(4分)

10

Music

Rhythmic Game

Please write down the rhythmic pattern:



(1)		1	a	2	a	3	a	4	a
CLAP		○		○		○		○	
STAMP			△		△		△		△
(2)		1	a	2	a	3	a	4	a
CLAP		○	○			○	○○		
STAMP				△	△			△	
(3)		1	a	2	a	3	a	4	a
CLAP		○		○		○	○		
SNAP			**		**				
STAMP									△
(4)		1	a	2	a	3	a	4	a
CLAP			○		○			○	
SNAP		**		**					
STAMP						△	△△		

(1) _____

(2) _____

(3) _____

(4) _____

Compose a 16 beat rhythmic pattern:

Name: _____
 Class: F. 1 _____
 No: ()



Topic: Sport's Day slogan

Compose a 16 beat rhythmic pattern:



English Across Curriculum

This project is to implement ELA (Extended Learning Activities) in all subjects and all skills in junior forms.

Aim: To increase exposure to English

To provide more opportunities for students to use English as a study language.

The role of EAC committee:

The committee consists of teaching members in major KLAs. They discuss issues and progress of the implementation of ELA in our school. They co-ordinate efforts of KLAs and take a supporting role in assisting them to design English materials, if necessary. The strength of support varies according to individuals KLAs at different stages, depending on the characteristics of the subjects and language proficiency of subject teachers.

Implementation for 09/10

A. Each subject would do ELA in one of the following modes as advised by the school:

1. Choose a theme for each term in which intensive ELA will be adopted.

Subject Teacher (ST)	Working Committee (WC)	English Teacher (ET)
<ul style="list-style-type: none"> • The form-coordinator chooses the most suitable theme (less abstract, vocabulary has more common use). • Discuss with WC the teaching plan and materials. • Devise English materials on the topic with help from WC, if necessary. • Complete documents and attach materials when required by WC. 	<ul style="list-style-type: none"> • Collect documents and materials from ST when required. • To ensure that the quality and quantity of materials, progress of work in ELA comply with school expectations. • Design materials for use in English lessons and assist in designing or writing materials for ST if required. 	<ul style="list-style-type: none"> • Teach students to use English as the learning tool. The focus should be on whether or not they can read and write the subject content in English and not so much on the English itself. <p>e.g. - Do reading comprehension on the subject content.</p> <ul style="list-style-type: none"> - Group Discussion on a chosen theme of a subject. - Work on a project in collaboration with ST. - Encourage students to do a variety of activities based on subject themes in their ELA.
<p>In principle, fundamental concepts: ST to teach in CMI learning activities: ST in EMI further use of English in studying the subject: ET in English</p>		
<ul style="list-style-type: none"> • The Form-coordinator should hold a special lesson preparation session for this theme with the teachers before they go into the classroom. 	<ul style="list-style-type: none"> • The leaders of the committee should from time to time brief the English teachers on how to facilitate students' EAC learning in their lessons. 	

2. Allocate some time in each lesson to do the following:

- revise contents in English (e.g. short summary in 3 sentences)
- introduce terms and reference in English
- ask students a question and let them discuss / answer in English
- watch a clip in English and check understanding in Chinese
- ask students to read a short passage (e.g. materials from Internet) in English and check understanding in Chinese
- give a short assignment in English
- give pre-lesson exercise in English

Note: Subject Teachers are not expected to conduct the whole lesson in English but they should speak and write English as appropriate. They should refrain from using both English and Chinese in one sentence.

B. Assessment

Subject Teacher	Working Committee
<ul style="list-style-type: none">• Give quizzes, tests in English and count as daily marks.• 15% of exam papers have to be in English. Test materials have to be approved by WC.• Submit a summary mark of 10 to WC at the end of each term.	<ul style="list-style-type: none">• Assist ST with the setting of test materials if necessary.• Approve examination materials.• Collect marks and convert into a grade “Distinction”, “Average”, “Below average” for “English as a study language”. This grade will serve as a reference when considering a student’s suitability of using EMI for senior studies.

Note: The part played by Working Committee and English Teacher can vary from subject to subject. If a subject can take up ELA all by itself, so be it.

Flexibility and collaboration are key elements to success. We are not working for a subject, not for teachers but for the benefit of our students’ learning.

The Fine-tuning Policy

2008 Parents' Survey on MOI

中一級家長對教學語言的意見：

- 我覺得都蠻好！用母語教學，再加上適當的英語教學，這種做法不錯。
- 同意本校的教學理念。加強英科以外的其他科目也滲入英語元素，例如：Phy、Chm、Bio，謝謝！
- 贊成，可以對「中中」學生的英語水平提高。
- 支持母語教學。
- 本人一向都十分應(認)同貴校的教學理念，無論將來學校會不會改變教學方針，我都會支持，因為我知道你們一定會為學生選出最好的教學語言辦法。
- 認同學校理念「中英兼擅」。

- 本
望
- 中
的

中二級家長對教學語言的意見：

- 請加強聽及講訓練。
- 母語教學以英語融入興趣實用，活學活用，以實戰方式靈活實習。
- 我絕對同意不要為堅持而堅持，並應在適當時候加入不同語言去增加學生的興趣及迎合社會上日後的需求。

- 我希望女兒在社會上的
- 贊成母語教
- 應盡量加多
- 我認為現時的現象。學着母語教學教學。學校

中四級家長對教學語言的意見：

- 應該在中四就轉為英文教學，這能打好基礎以備將來上大學
- 本人比較贊成以英語教學。因為英語是大勢所趨，外語對學生將來之發展較有利，及學生在強迫性之英語教導下，必會比母語教學所學到的知識為多，在英語教學的日子增長下，相信學校與學生的質素會有所提升及對新教學習慣下來。
- 欣賞培道中學對中文中學的正面評價，我支持培道所思所想！
- 貴校對語言教學的方針是正確的，學生在德智體各方面的成長，確實有賴學校、家長、社會三方面的配合，缺一不可！
- 同意曾校長的看法也滿意小女的英文程度。
- 如果一轉英文教學，第一，學生會很難適應。第二，對於不擅長英文的學生壓力會大，他們就是英文差，才選中文中學，但連培道也轉語言，這樣，他們又少了一個選擇。
- 中英並重是現時確實的需要。
- 希望日後在課程上可加多一些英語教學，對同學們可以加多鍛鍊，加強他們英語科目的學習能力，使他們更加進步。

Students' Survey(中一至中二)

1. 進入培道後，你在英語學習方面有改進嗎？
為甚麼？

- 有改進，因為不僅在英文科有學英文，在其他科目也會接觸英文，並且學校會舉辦英文日，EAC都讓同學大大增加興趣。
- 沒有改進，學習英文詞語不夠多，英文內容，各班應該差不多，機會不夠多（輔）

2. 你覺得現行的跨科英語學習方法可行嗎？
為甚麼？

- 可行，而且雖然更多，即使不明白，可以再以中文解釋。
如果每科每堂都有以英文教的話，就有更多機會了。
- 不可行，因為不明白老師所教的。而且佔分太少，令同學忽略英文

Students' Survey(中三、中四、中六)

培道是一間「母語教學 中英兼擅」的中學嗎？
請道出理由。

- 不是，因為是中中，雖然有很多英語活動，但程度仍比不上外界的英中
- 不是，只有校長說英文，英文堂以外說英文的機會較少

2008 Teachers' Survey on MOI

放棄母語教學，就如放棄學校之靈魂，只剩下軀殼。
但堅持母語教學，在這語言政策微調的「洪流」下，
恐怕連軀殼也會失去。
我是否杞人憂天？如何平衡？

為本校構思一個回應微調中學教學語言的方案

方案的目標：

- (1) 進一步發揮母語教學的優勢 —— 深層學習和思考
學生取得佳績，爭取晉身專上教育的機會
學生建立終身學習的興趣和信心
- (2) 全面加強英語能力的培訓
 - 增加學生在英語方面的接觸
 - 裝備學生以英語為學習語言
- (3) 其他考慮
 - 家長的要求
 - 收生的壓力

資料參考：

	教育局要求	本校情況
學生能力 (可以以英語學習)	在 08/09 及 09/10 平均獲派屬全港「前列 40%」的中一新生，而數目又達到一班的 85%(即 29 人)	08/09 「前列 40%」的中一新生 09/10 待 7/7/09 才知曉 (六年修訂一次)
教師能力 (可以以英語授課)	IELTS 第六級 會考英文 C 或以上 高考英文 D 或以上等.....	
學校支援措施	配備	配備

教學語言多元化	
前列 40%班 (A)	- 全英 - 全中 - 任何科目配合 - 任何比例
非前列 40%班 (B)	除英文科外，25%課時 (例：本校 30 堂 - 4 堂英文堂 = 26 堂) (25% : 6.5 堂) 化時為科：最多 2 科

思考問題：

1. 如何善用 132 前列 40%(即四班)的微調空間？
 - 全英
 - 全中
 - 任何科目
 - 任何比例
 - 循序漸進
比例由學年初開始漸次增加
比例由中一至中三不等
 - 某些節數用英語
 - 某些單元用英語
 - 英書中教
 - 學年中某些時段全用英文
 - 一個課堂裡有一段時間用英語
 - 英教、中做習作(或相反)
2. 應各班別按需要而訂不同的方案還是全級一律？
3. 目標(1)和(2)是否不能共存 / 共同得到良好發展？如何取捨 / 取得平衡？

Proposals on 19 June 2009

1. 1-2 EMI classes
others MTE and ELA

2. ■ flexible classes
English material – Maths, Science, History & Culture, Computer
gradually to S3 English MOI + English material
English remedial class as now.

3. All classes from 15% ELA to 25% ELA

4. Whole form - Science, Maths, EMI
- other subjects ELA
Use English books but taught in Cantonese

5.

	A (2 classes)	B (3 classes)
S1, S2	Geog, Science, Maths	Geog, Science (some chapters only)
S3	Geog, History, Science, Maths	

6. ① Staying CMI, continually boosting English.
② Each department to decide whether or not EMI
i.e. If more than 2 departments, their subjects can have an EMI section in senior forms.
③ 2 streams
EMI (1 class)
CMI (other classes) – 25% ELA
English has an extra lesson for ELA once a week.

2010/11 MOI Policy

Junior Secondary

EMI subjects:

Type A	Type B
MATHS + IS	
Computer Literacy	
World History (S1-S2 only)	
Special ELA lesson (one English lesson allocated to ELA on Liberal Studies, History, Geography, BAFS, Economics — rigorous training in reading and writing English for academic purpose – to prepare students for EMI electives in NSS.)	

2010/11 MOI Policy

Senior Secondary

MATHEMATICS PHYSICS CHEMISTRY BIOLOGY CIT	BAFS (1 group) ECONOMICS (1 group)
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整體方向：

中 文	英 文	數 理 資訊科技	人文學科 ● 通識 ● 歷史 ● 地理 ● 中史	經濟 BAFS
中英兼擅 語文基礎		EMI	CMI	EMI / CMI



Thank you