鳳溪第一中學
Fung Kai No.1 Secondary School

教學語言計劃
MOI Plan

地址：上水馬會道17號　電話：26700366　網址：http://www.fk1ss.edu.hk

背景資料

- 2009年推行校本教學語言計劃，以混合模式進行，部份班級數學科全科以英語教授，部份班級綜人及綜科部份章節以英語教授(英語延展教學活動ELA)

- 2011-2012及2012-2013年度中一收生成績大幅提升，學校對推行英語教學信心及決心增強。

詳細安排

班級	電子教學 (中、英、數及綜人科 使用電子課本，學生 需購買手提電腦)	數學科以 全英文教授	普教中	綜科及綜人科 部份課題以 英文教授(ELA)	物理、化學、生 物、歷史、地理、 經公部份課題以 英文教授(ELA)
1A	✔	✔	✔	✔	
1B	✔	✔		✔	
1C	✔			✔	
2A	✔	✔	✔	✔	
2B	✔	✔		✔	
2C	✔			✔	
3A		✔	✔		✔
3B		✔			✔
3C					✔

<u>建構計劃時之考慮因素</u>

- 學生能力
- 學生的升學及就業需要
- 學生的自我形象
- 家長的期望
- 學校的發展階段
- 教師的準備和適應
- 教師的語文資歷
- 學校的支援

計劃目標

- 因應學生的程度，適切地增加他們接觸和使用英語的機會
- 學生逐漸習慣英語環境
- 提升學生學習英語的信心
- 學生的英語水平得以提升
- 以英語學習的科目，學生的成績得以保持，甚至有所提升

支援學生以英語學習的措施

A. 科本措施

1. 數學科
- 制定數學詞彙表
- 於課後及試前為學生重溫課堂重點
- 數學科老師到英文課堂觀課，學習課堂英文用語
- 邀請英文科老師到數學課堂觀課，並提供課堂英文用語建議

2. 綜合人文科
- 與英文科合作，在課程上互相配合，於同一時段教授相同形式的句子
- 於課後及試前為學生重溫課堂重點
- 在教授課文前派發詞彙表予學生，讓他們先有初步的認識
- 教畢課文後以不同形式進行重要詞彙默書

3. 綜合科學科
- 在教授課文前派發詞彙表予學生，讓他們先有初步的認識
- 教畢課文後以不同形式進行重要詞彙默書
- 於課後及試前為學生重溫課堂重點

B. 英文科措施

- 製作「課堂語言匯編」(Classroom Language Essentials)，在英文課堂教授有關詞句，並供以英語教學的老師及學生使用
- 協助制作「跨學科學英語小冊子」(Language Across the Curriculum)，各科英文詞彙會在考測中出現，並將分數計算在考試成績內
- 到以英語教學的課堂觀課
- 邀請以英語教學的老師到其課堂觀課
- 與個別以英語教學的科目合作，調適課程，以加強教授英語詞彙和句式的果效
- 舉辦英語推廣活動，鼓勵學生接觸及使用英語

Classroom Language Essentials
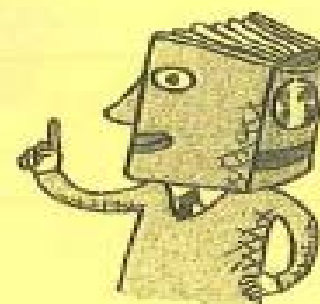
2012-2013

(Students' Edition)

Fung Kai No.1 Secondary School

Table of content

A. Greetings (問好)

1	Hello.	你好。
2	Good morning (class/everyone). Sit down./Please be seated.	(全班/各位)早安。坐下/請安坐。
3	How are you today?	你今天好嗎？
4	Did you have a good weekend?	你的周末過得愉快嗎？
5	Are you looking forward to the holiday?	你期待假期嗎？
6	That's all for today.	是日到此為止。
7	See you tomorrow/next week/Friday.	明天／下星期／星期五見。
8	I'm afraid it's time to finish now. We'll have to stop there. Goodbye.	恐怕現在是時候完結了。我們到此為止。再見。
9	That's all for today. You can go now.	是日到此為止。你現在可以離開了。
10	Have a good weekend!	祝你有個愉快的周末。
11	Enjoy your break!	好好享受你的休息時間！

B. Common classroom instructions given by teachers (課堂上的指示)

1	Can someone hold the door open for me?	有人可以幫我扶著門嗎？
2	Hi everyone. Just let me put my things down here and we'll get started.	各位好。待我放好東西後便可以開始了。
3	Okay everyone, please stand up!	好了，各位請起立！
4	Who is absent today? / Who isn't here today?	今天誰缺席了？今天誰不在這裡？
5	Oh, John's away. Does anyone know why? Is he ill? Does anyone know where he is?	噢，約翰不在。有人知道為何嗎？他是否生病了？有人知道他在哪裡嗎？
6	Is everybody here?	是否所有人都在這裡了？

Language Across the Curriculum

S.1 INTEGRATED HUMANITIES

2nd Interim Test

Vocabulary	Part of Speech	Translation/ Word in Chinese	Examples
Democracy	Noun	民主	The word *democracy* is formed by putting two Greek words, *demos* and *kratos*, together.
Olympic Games	Noun	奧林匹克運動會	In 2008, the *Olympic Games* was held in Beijing.
Hong Kong Basic Law	Noun	基本法	*The Hong Kong Basic Law* serves as the constitutional document of the Hong Kong Special Administrative Region (HKSAR) of the People's Republic of China (PRC).
Right	Noun	權利	*Right* is the legal or moral entitlement to do or refrain from doing something or to obtain or refrain from obtaining an action, thing or recognition in civil society.
Duty	Noun	義務、責任	*Duty* refers to behaviour that is expected or required of the person, and *privilege* refers to something that can be conferred and revoked.

C. 圖書館措施

作為學校資源中心，圖書館按學生不同的學習程度及需要，購入合適的英語讀物，並分門別類，方便學生搜尋所需資源

- 於課室圖書角提供不同類型的英文閱讀材料

- 為學生訂閱英文報章，另購買英語雜誌，增加學生閱讀英文時事的機會

- 在課室及校園張貼英文諺語及名人語錄，俾能產生潛移默化的作用

- 張貼香港閱讀城提供的英語閱讀壁報板，增加學生英文課外知識

- 呼應校本語言微調政策，為相關學科包括數學、綜合人文科及綜合科學科設立「跨學科英語學習教材」專櫃，方便學生參考借用

- 每年舉辦大型中英文書展，讓學生接觸不同種類的英語讀物，藉此提高其閱讀興趣

- 不定期舉辦或推廣英語閱讀活動

D. 全校性措施

- 為學生安排銜接及適應課程
- 學校運動會以中英雙語進行
- 午間英語廣播及點唱
- 學校設施以英文及普通話標示
- 推行「鳳溪校園雙語通」計劃
- 早會以英語及普通話進行
- 設英語早讀日
- 推動老師報讀「以英語教授非語文科目課程」
- 推動、鼓勵、資助老師考取英文及普通話語文資歷

REES

- 為學生度身訂造網上閱讀平台(e-reader)及跨學科生字平台(Vocabulary Platform)
- 聘請一位合約教師，協助建構及推行 Phonics Curriculum
- 聘請一位教學助理，協助學生學習跨學科英語
- 外聘服務，推行教師培訓及學生銜接課程

檢討及評估

- 科務會議
- 以英語教學之跨科會議
- 科組聯席會議
- 校務會議
- 問卷調查
- 成績分析：每次考測後評估學生使用英文學習之成效

Integrated Humanities

Class	*Other subjects standard score (weighted)	T1A1 standard score	Discrepancy
1A	0.91091341	1.255974592	0.345061182
1B	0.700300967	-0.30486213	-1.005163097
1C	-0.080874004	-0.839695927	-0.758821923
1D	-0.115857204	0.533441855	0.649299059
1E	-0.61137386	-0.421670952	0.189702907
1F	-1.280252533	-0.507796298	0.772456235

2012-2013學生問卷

數學

		1A	1B	2A	2B
Q.10	以英語來學習這科能提升我的英語聆聽能力。	6.8	6.2	6.7	6.8
Q.11	以英語來學習這科能提升我的英文閱讀理解能力。	6.1	6.2	6.0	6.9
Q.12	我能克服以英語來學習這科的困難。	6.4	4.6	6.2	6.8
Q.13	我勇於嘗試學習科內的英語詞彙。	6.7	6.4	6.3	6.3

(極不同意 0<----- 5 適中------>10 極同意)

2012-2013學生問卷

		3A	3B
Q.10	以英語來學習這科能提升我的英語聆聽能力。	7.1	7.1
Q.11	以英語來學習這科能提升我的英文閱讀理解能力。	7.1	6.7
Q.12	我能克服以英語來學習這科的困難。	6.6	6.5
Q.13	我勇於嘗試學習科內的英語詞彙。	6.8	6.4

(極不同意 0<----- 5 適中------>10 極同意)

2012-2013家長問卷

	1A	1B	2A	2B
以英文授課，能提升子女的英語聆聽能力。	8.21	7.41	7.43	7.89
以英文授課，能提升子女的英語閱讀理解能力。	8.21	7.27	7.31	7.54
以英文授課，能豐富子女的英語詞彙。	8.17	7.64	7.32	8.15
我的子女勇於克服以英語學習的困難。	6.93	6.50	5.96	7.00
整體而言我認同校本英文班的教學策略。	8.41	7.41	7.07	8.48

2011-2012教師問卷

	09-10	10-11	11-12
1. 我認為學校制定及推行的校本教學語言政策整體而言是適切的	3.38	3.41	3.38
2. 我認為支援跨學科英語措施如：Language Across the Curriculum、Classroom Language Essentials 及專業培訓等能達致預期效果。	3.57	3.61	3.24

(教務委員會教師整合問卷，滿分為 5)

未來計劃

- 加強英文科與有關科目協作，如課程及教材之調適、同儕觀課、共同備課、預先教授詞彙，並以多元模式來鞏固學生所學等
- 深化及延續利用**REES**所建立的校本資源庫
- 進一步加強校園英文語境：部份家長信、通告、佈告、壁佈以英文展示
- 考慮各方面因素，安排高中教學語言

結語

- 教學語言政策在學校發展過程中非常重要，在推行過程中必須兼顧學生的興趣、能力和需要，更不能忽略老師的準備及整體配套措施。除加強老師知識和技能上的培訓外，亦要施行適切的教學策略，讓「以英文學習」和「學習英文」互相配合，產生良性互動。

謝　謝!

FK1SS

Teaching Mathematics in English

Three aspects of concern:

Teaching & Learning in the Classroom

Assessment

Students' Affection

Subject Teachers:

Communication with the students:

Speak in English throughout the lesson

Use simple English

Clear Instructions

Subject Teachers:

Teaching:

i.   Avoid technical terms in early stage

equivalent   ✗

equal, same   ✓

Subject Teachers:

Teaching:

ii.

80 km/h $\longrightarrow$ 90 km/h

Q.19 p.215 Book 1A
The speed of a car changed from 80 km/h to 90 km/h.
Find the percentage change in the speed of the car.

Subject Teachers:

Teaching:

iii.   Use more teaching aids
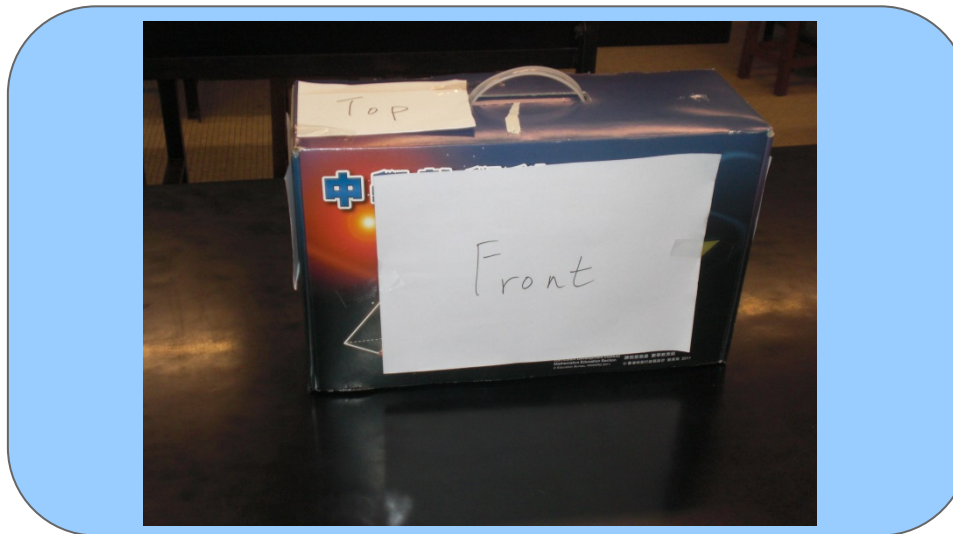
Teaching

Helps students learn new words:

Reading aloud

Matching

Take a look-Matching

Teaching

Helps students learn new words:

Learning journal

Take a look-LJ

Learn in Group:

1. Leaders help the members who are weak in English to follow the instructions of the teacher
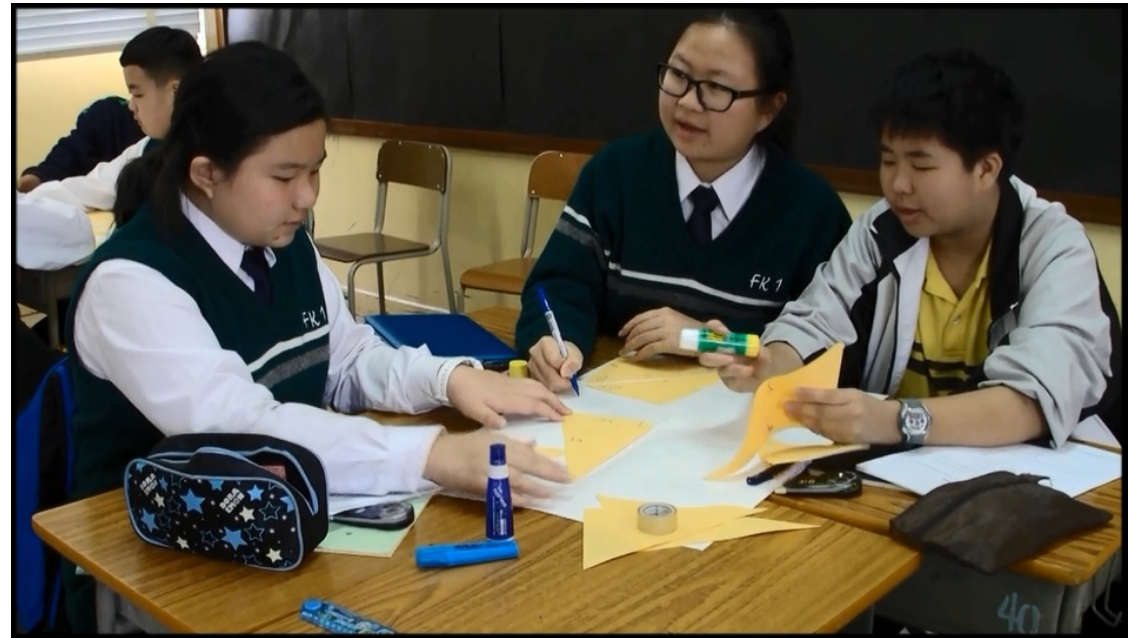
Learn in Group:

2. Encourage discussion:

more chances speaking in English
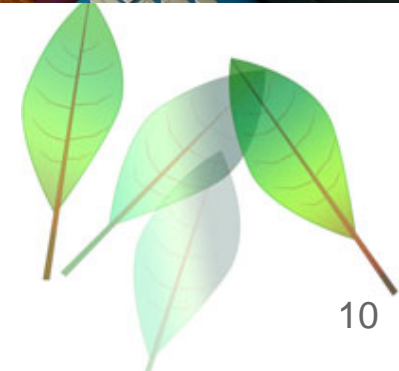
Learn in Group:

3. More group activities:

leaders can lead other members to speak in English during presentations.
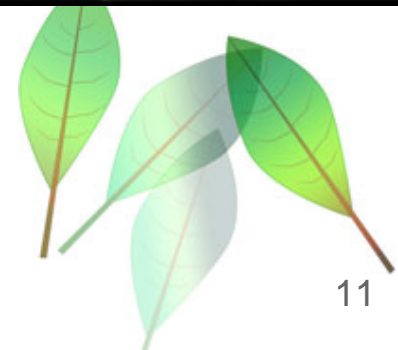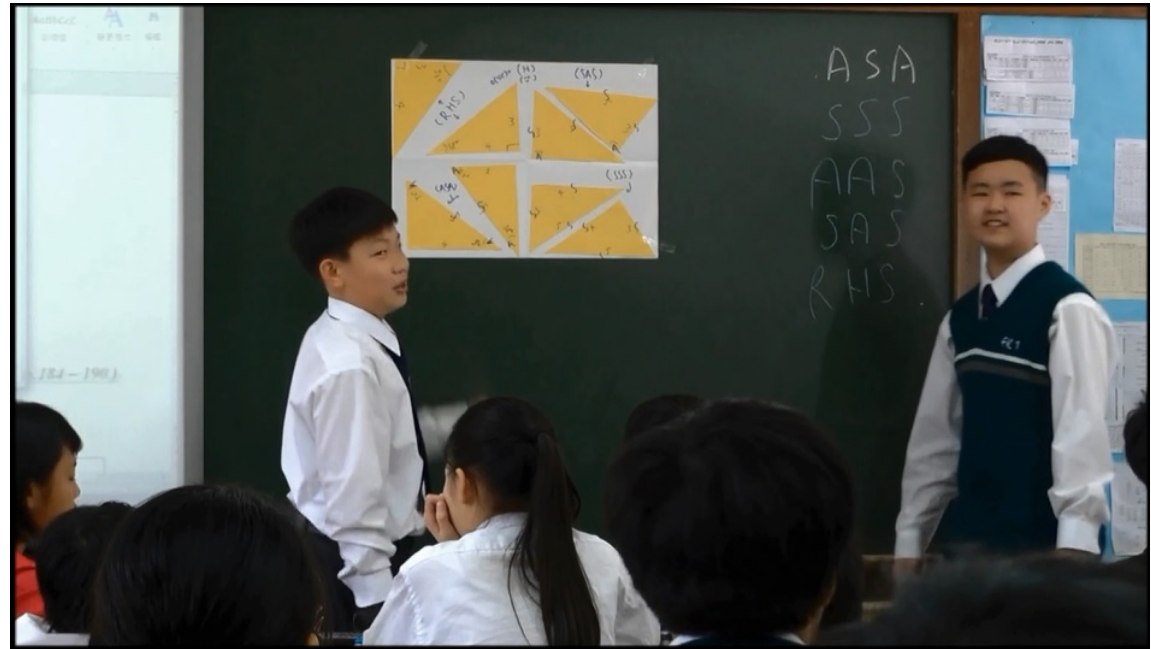
More Activities:

1. Group activities provide chances for sharing among peers, cooperation among the group members.

More Activities:

2. Students learn more realistic terms and usage of English through group activities.
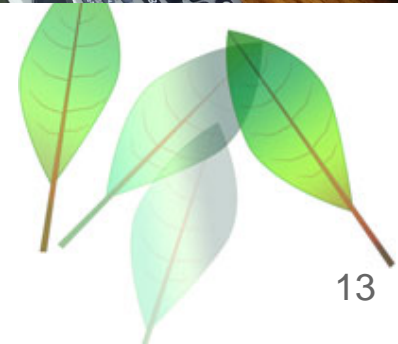
More Activities:

3. Through presentation, students have more chances to speak in English.
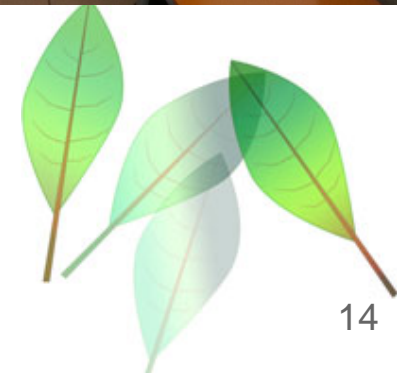
More Activities:

Each group activity should be well designed:

Daily-life affair related
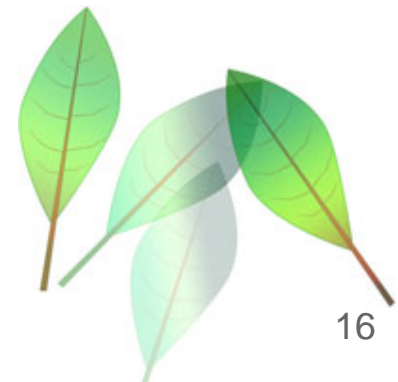
Each member has his/her own task

Provide chances for students to present their work

Pre-Test/Examination:

Provide vocabulary list *before*

Test / Examination

Revision

Test/Examination Papers:

No bilingual papers

No Chinese Translations

(S3 TSA has no bilingual papers)

More structural questions

More graphs for illustration

Take a look

Mathematics Teacher as well as
Class Master/Mistress

1.   In the year 2012-13, Mathematics teachers of 1A, 1B, 2A, 2B and 3B had been assigned as their class teachers.

Mathematics Teacher as well as
Class Master/Mistress

2.   Students can contact their own teacher daily. They are provided with more channels to raise their problems in learning mathematics in English. Subject teachers find it easier to arrange extra lessons for their students.

Mathematics Teacher as well as Class Master/Mistress

3.   Subject teachers find it easy to spot the students who have problem in TME. Teachers will act as mentor to help them overcome the problems in addressing the subject-matter as well as psychological needs.

Take a look – weekly journals

Questionnaire on students' thinking of TME 2011-12

11-12年度上、下學期 有關採用英語教授的非語文科目的情況　　數學科

		上學期		下學期	
		1A	1B	1A	1B
Q.10	以英語來學習這科能提升我的英語聆聽能力。	6.7	5.5	7.3	6.2
Q.11	以英語來學習這科能提升我的英文閱讀理解能力。	6.3	5.6	7.4	6.1
Q.12	我能克服以英語來學習這科的困難。	6.1	5.3	6.5	6.0
Q.13	我勇於嘗試學習科內的英語詞彙。	6.6	6.0	7.2	6.4

Questionnaire on students' thinking of TME 2012-13

| 11-12年度上、下學期 有關採用英語教授的非語文科目的情況　　數學科		上學期	
		1A	1B
Q.10	以英語來學習這科能提升我的英語聆聽能力。	6.8	6.2
Q.11	以英語來學習這科能提升我的英文閱讀理解能力。	6.1	6.2
Q.12	我能克服以英語來學習這科的困難。	6.4	4.6
Q.13	我勇於嘗試學習科內的英語詞彙。	6.7	6.4

Learning with joy ...
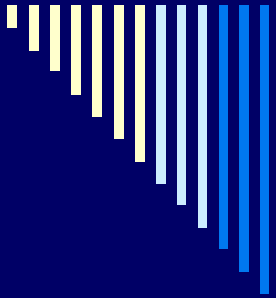
How to make use of REES to promote learning and teaching other non-English subjects
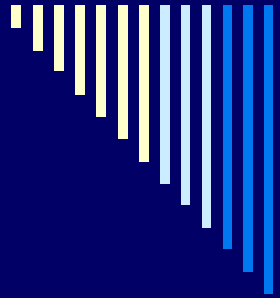
Objectives

- 1. student-oriented
- 2. self-learning
- 3. enhancing students' vocabulary
- 4. professional development of teachers
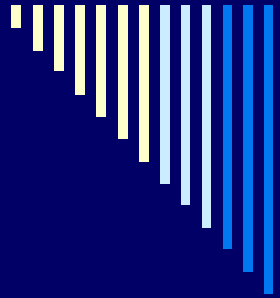
Measures

- **1. Developing a school-based curriculum** (to cater the learning diversity of students)
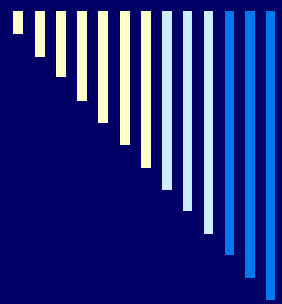- **2. Enhancing the professional capability of non-English teachers**
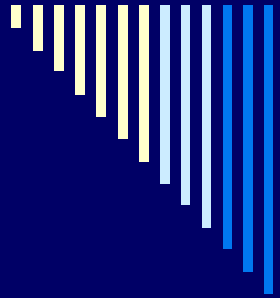
1. School-based curriculum

- ☐ A. Language Across the Curriculum (LAC) e-learning reading programme
- ☐ B. English vocabulary building programme
- ☐ C. Cross-curricular bridging programme for S1
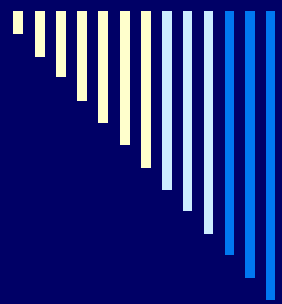
Language Across the Curriculum (LAC) e-learning reading programme

- * an e-reading curriculum (Students can work on their own at the most appropriate time.)
- * leveled reading and extensive reading (Students can choose the most suitable level.)
- **authentic materials e.g. National Geographic (Students may find the reading materials more interesting than the traditional books.)
- ** materials related to different subjects rather than English literature (Students can learn vocabulary in relation to different non-English subjects and subject knowledge at the same time.)
- ** both reading and listening activities provided
- ** revision on vocabulary through e-games

Language Across the Curriculum (LAC) e-learning reading programme

- Benefits:
- * enhance students' English proficiency
- * enhance students' vocabulary power and knowledge related to non-English subjects
- * enhance students' self-learning ability
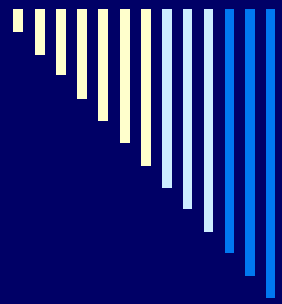
Language Across the Curriculum (LAC) e-learning reading programme
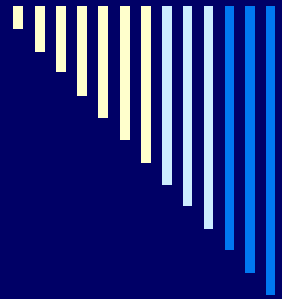
- Implementation – promoted and implemented by English teachers
-          - daily assessment
-          - award given at the end of the term to the 'best readers'
-          - carried out during English lessons and at home
- LAC reading materials
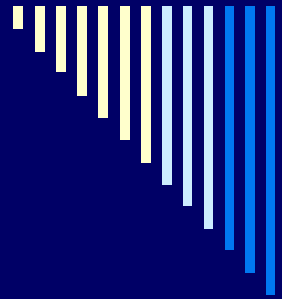
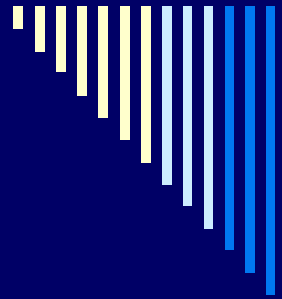# English vocabulary building programme

- □ *a graded progressive vocabulary platform for S1 to S3

- □ * with a focus on vocabulary in Mathematics, Integrated Science, Integrated Humanities, PSHE subjects and Science subjects

- □ *definitions, illustrations & pronunciations

- □ * contextualized usage & corpus samples
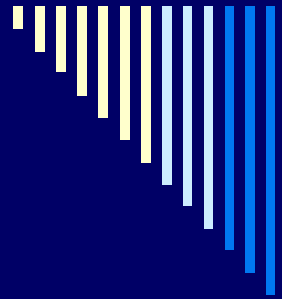
- □ * dictation challenges and other e-games

English vocabulary building programme

- ☐ Benefit:

- ☐ enhance students' vocabulary on the related subjects.
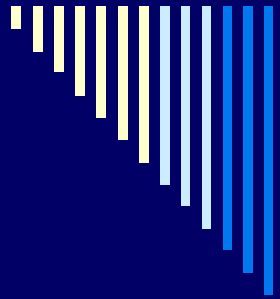
English vocabulary building programme

- Implementation – promoted and implemented by content subject teachers
-                     - daily assessment
-   - carried out during tutorial lessons and at home

- Materials (Sample)

Cross-curricular bridging programme for S1

- * an LAC curriculum
- * which engages students in various interactive activities to develop their basic vocabulary across the English, Mathematics, Science and IH curriculum

Cross-curricular bridging programme for S1

- Benefit:
- providing S1 students with some basic vocabulary and expressions for future learning when using English as MOI
- enhance students' fluency and confidence in articulating English
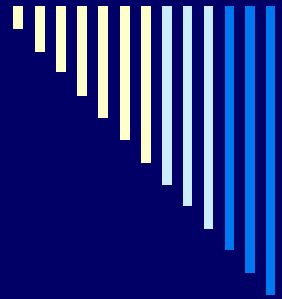
Cross-curricular bridging programme for S1

- [ ] Implementation – promoted and implemented by English and content subject teachers

- [ ]   - carried out in August

- [ ]   - part of the bridging programme for new S1 students
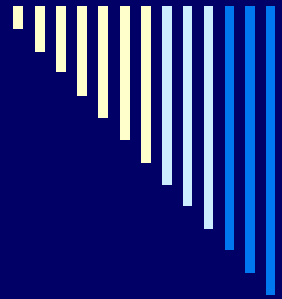
2. professional capability of non-English teachers

- Professional training workshop by service provider (for the first year)
- Teachers' Reference (for the coming years)

- Benefit:
- enhance teachers' capacity to teach their subjects in English

Future plans

- All the school-based curricular materials will be modified and implemented extensively.
- For the professional capability of non-English teachers, the following measures will be enhanced:
- * providing help to content subject teachers in relation to English vocabulary and expressions
- * collaborating with content subject teachers in developing teaching materials which facilitates the mastering of English language and subject-based vocabulary
- * peer lesson observation