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FOREWORD

This booklet is intended to give suggestions to teachers to provide assistance, devise teaching plans and apply strategies that will enable their Secondary 4 students to learn through English-medium instruction (EMI).

The medium of instruction of most Secondary 4 students is decided at the beginning of Secondary 1. Some students may change to the English medium at Secondary 4, and they can do so if they make adequate efforts and receive sufficient support from the school. Such support includes mainly an English programme across the EMI subjects, and related additional support such as extra resources and materials, reinforcement in the subject of English Language and extra-curricular activities. The contents of this booklet explain and illustrate the concept and strategies of an English programme for Secondary 4 and related measures.

In drafting this booklet and identifying the language items that need to be covered in a programme for the specified purposes, the learning needs of the Secondary 4 students, the requirements of the major CDC syllabuses and the major subjects of the Hong Kong Certificate of Education Examination (HKCEE) are all taken into consideration.

Schools and teachers should exercise their discretion as to the use of the strategies recommended in this booklet and the language items required for studying the various subjects by different groups of students.

The approach, concept, strategies, information and examples of this booklet are developed in line with those in the Secondary 1 bridging programme. Suggestions and comments on this booklet should be sent to

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In the writing of this booklet, some expressions are used in the following way:

English Language = the subject of English Language

English = use of English in other areas

EPA = Economic and Public Affairs

GPA = Government and Public Affairs

CMI = using Chinese as the medium of instruction

EMI = using English as the medium of instruction

EMI subjects = subjects other than English Language using English as the medium of instruction

S1-3 = Secondary 1 to 3

S4-5 = Secondary 4 to 5

HKCEE = Hong Kong Certificate of Education Examination

PART I

Catering for Needs

FLEXIBILITY

As a result of the schools' choice of the medium of instruction, different schools may need to provide different S4 English programmes. The S4 English programme should be developed only for the students and subjects concerned with the adoption of EMI. There is no need to develop an English programme involving the non-EMI students, nor the non-EMI subjects. However teachers using such an English programme are encouraged to draw upon the materials of the EMI subjects at S1-3, especially English Language.

IDENTIFYING AND CATERING TO NEEDS

School principals and teachers should identify the needs of their students before they embark on the planning of an English programme. These needs may be of the following types. Suggestions are also given to cater for them. These suggestions are by no means exhaustive, and teachers may need to adjust them for their own groups.

§ *general exposure*

to be provided through suitable and adequate English language environment which will increase students' awareness of the English modes of expression such as sound and structural patterns

§ *general practice*

to be provided through suitable and adequate curricular

and extra-curricular activities which will enhance students' familiarity with English and their confidence in using it

§ ***classroom language***

to be taught especially by the English Language teacher and used in class by all the teachers concerned, preferably through an agreed language plan

§ ***language and study skills***

to be provided mainly in the English Language lessons with suitable and adequate practice in the EMI subjects, preferably through a co-ordinated approach

§ ***knowledge of English language skills and items***

to be taught through suitable and adequate language learning activities designed in a cross-curricular language plan, largely to be provided by the English Language teacher and practised in all EMI curricular and extra-curricular activities

§ ***knowledge of terminologies, theories, definitions, formulas, etc, taught in S1-3***

to be revised and reinforced through suitable learning activities conducted in English and in suitable amounts, by the EMI subject teachers based on a cross-curricular plan

§ ***simplified language***

to be used by teachers for the students weak in EMI, for orientation purposes for a limited period of time at the beginning of the school year

§ ***tailored curriculum***

to be used by the teachers concerned for a certain period of time at the beginning of the school year

PART II

Developing an English Programme for One or More Classes

PURPOSE

Students can be clearly and positively helped to adjust to EMI through an English programme across subjects for one or more classes aiming to help students:

- * acquire sufficient language and study skills for EMI
- * gain confidence using English for study
- * collaborate in group activities in the English medium
- * actively use English for acquiring and developing knowledge, communication and problem-solving skills

FUNCTION OF THE S4 ENGLISH PROGRAMME

The major function of an S4 English programme is

NOT to provide translation of the learning materials of S1-3 into English,

NOT to require students to develop translation skills for the two languages of Chinese and English,

NOT to repeat the teaching procedure of S1-3 subject matters,

BUT to enable more efficient teaching and learning through a systematic arrangement of the teaching of English and subject matters across the EMI subjects and school activities. By this systematic arrangement, both repetitions and gaps of teaching/learning are avoided, and time and effort are saved for both teachers and students. This arrangement can

also ensure that the language is taught/learnt progressively, without ever forcing an overt amount on students in any time of the school year. It provides constant opportunities of learning, consolidation and revision in natural circumstances. It helps to maintain students' enthusiasm and confidence in studying the EMI subjects.

CONSIDERATIONS

Time

It is worth spending time and effort to help students weak with EMI. Even if the S4-5 curriculum is slowed down at the beginning of S4 because of a special English programme for EMI, there is still time for students to catch up after the programme. This is because once students master EMI, the language barrier is removed and students can learn the subject matter better and faster, and meet the HKCEE requirements more competently.

Subjects and prior knowledge

An English programme across the curriculum helping S4 students to benefit from EMI is a programme enabling further learning in the English medium based on the foundation of the existing knowledge and skills. This programme is a means to bridge the already acquired knowledge and skills with the knowledge and skills to be acquired.

The medium of the subjects in S1-3 and S4-5 has bearing on the development of such a programme. If, for example, History, Geography or Science is studied in CMI or mixed-code in S1-3, it would be necessary to allow a certain amount of time and effort for transfer to EMI in those particular subjects. It may even be necessary to develop materials for revision in EMI on a subject-basis. Such materials should be learning tasks and activities recapitulating in general only the major learning contents of S1-3, and can be developed from the existing S1-3

materials.

EMI subjects and English Language

A common problem for EMI is the incompatibility of the English Language syllabus and the needs of the EMI subjects. It arises when the English Language teacher teaches at a slower pace or lower level than the EMI teachers. This incompatibility causes great difficulties for students who find that they learn some English every lesson, but the English taught to them is not organised and systematic. Many students end up failing to learn the English required for EMI and their study is affected because of their inadequacy in the English language. Teachers should therefore address this problem with a language plan across all the EMI subjects.

Students

When students adjust to EMI, they are usually willing and eager until they are deterred by failures and frustrations. Teachers should grasp this opportunity and give them the best assistance and direction possible until they are adequately prepared to tackle the EMI subjects independently. Once students master the essential language skills, their learning efficiency in the EMI subjects will be greatly improved.

EMI teachers

Some EMI teachers may have difficulty with the strategies required for an S4 English programme: in understanding students' language needs, in identifying language and study skills, and, above all, in the simplification, selection, organisation and use of English for teaching the EMI subjects. This problem can be partly addressed by means of the development of an agreed language plan and modification of the teaching strategies and materials across the EMI subjects. Its final solution rests with the EMI teachers' own improved language skills.

English Language teachers

The role of the English Language teacher is expanded when a special English programme is adopted for EMI. The English Language teacher should adapt the English curriculum so that there is reasonable support for the EMI subjects. This includes the teaching of language and study skills, language items, text-types, etc. The English Language teacher is also the most suitable person to liaise with the EMI teachers about the ways to simplify, select, organise and use English for teaching, and also in the organising and carrying out of extra-curricular activities in the English medium. If preferred, a language co-ordinator can be appointed to work out the details and be responsible for the coordination work.

Mode of operation

Schools may wish to operate the English programme (as one complete course or in a few parts) towards the end of the S3 school year, during the summer vacation, in the early weeks of S4, or for two to three months at the beginning of S4. Consideration should be given to the students who need the programme: whether they are promoting from S3 to S4 in the same school, whether they are allocated from other schools, and how they are streamed into Arts, Science and Commerce classes. It may be possible to adopt a generalised programme or part of the programme on classroom language, language development skills and study skills at an early stage. But it is not possible to start with subject specific language development until after the class arrangements (including choice of subjects and student placement) are all in place, which usually happens in late August or early September.

Duration

The length of the English programme depends on the school tradition, orientation plans, resources, subject combinations, subject needs and students' abilities. A school with brilliant students and capable EMI teachers may need only a week or two to familiarise students with the

classroom language and the basic language skills to meet daily requirements in lessons and tasks. In any case, teachers should be allowed some discretion regarding their particular groups of students.

DEVELOPING AN ENGLISH PROGRAMME FOR EMI

To develop an S4 English programme, a cross-curricular approach is necessary. Such a programme should consist of the following:

- ∞ measures to identify students' standards and needs
- ∞ consensus among teachers regarding students' language needs
- ∞ language plan(s) across the EMI subjects
- ∞ simplification and tailoring of the learning materials at the beginning of S4
- ∞ measures to enable the EMI teachers to apply the language plan meaningfully
- ∞ reinforcement in the English curriculum to support the EMI subjects
- ∞ extra learning opportunities provided through extra-curricular activities, after-school assistance, additional facilities and resources, etc

Principals, English panel chairpersons, teachers of S4 English Language and teachers of the EMI subjects should prepare the teaching plans, language plans and extra-curricular activities together. They can take the following steps:

- (i) *Find out about the English standards of the students and how big their ability range is*, for example, roughly how many students can carry out instructions in English during lessons, how many can ask questions fluently in English, how many can use the dictionary and encyclopedia, etc; and on the other hand, how many need to learn to read the English newspaper, how many need to learn to follow a news report on the English

channel, etc. This can be done through a short test, teachers' observation or students' self-evaluation.

- (ii) *Identify the amount of concepts associated with the terminologies and definitions* which have been learnt at S1-3, now to be revisited in S4-5. In most subjects, the curriculum is designed with a spiral development that naturally enables revisiting of the major topics for students' further development at a higher level. The amount of concepts for revisiting can therefore be reduced to the minimum.

Consider the existing provision for promoting English proficiency including the English language environment, the frequency of using English at S1-3, the frequency of English extra-curricular activities, resources and materials, teachers' proficiency, classroom situations, etc. If there is very little such provision in S1-3, the bridging at S4-5 is more complex and much more has to be covered. If there is already plenty of such provision in S1-3, the bridging at S4-5 is simpler.

Decide how to group the students (streaming, split classes and other grouping arrangements)

how much extra time and effort to give to each group to help them catch up (the weaker groups will obviously need more time and assistance)

how the better groups can advance without being affected by the weaker groups

- (v) *Decide on the arrangement of areas, topics and objectives to teach at the beginning of S4*, with consideration that both quantity and depth must not be overtly demanding for the weaker S4 students. Simplification of language and tailoring of the learning materials are usually necessary to help students adjust to EMI. This can be achieved by the EMI teachers independently or through discussion with the English Language teachers.

Develop a language plan for English Language and the EMI subjects so that there is a controlled progress in the teaching and use of English. A separate language plan may be necessary for each S4 class because of the different choices and combination of EMI subjects. For example, an Arts class may have EMI in History, Geography and EPA but not Mathematics and Human Biology; then this class needs a language plan for English, History, Geography and EPA, but not the other subjects. A Science class may have EMI for all the science subjects; then a language plan is required for all the science subjects.

Plan a schedule for additional learning opportunities outside the classroom, such as extra assignments and homework, tutorial and interest groups, extra-curricular activities led by senior students, etc. Such additional learning opportunities should be provided frequently, subject to students' needs and the resources available.

PART III

Drawing Up a Language Plan

PROCEDURE

A language plan is helpful for teachers to perceive how the students' language framework is developed, how they can draw on the teaching and learning of the other subjects, and to co-ordinate their efforts of language teaching and use across the EMI subjects. To develop a language plan for S4, teachers of English Language and the EMI subjects can follow the procedure below:

Review the S4 textbooks of the EMI subjects and *compare the language used in these textbooks* (identifying the differences and similarities).

Appendix 1 provides a list of the language skills required by the major CDC Syllabuses as in May 1996.

Appendix 2 provides a list of the most common language skills and items required for the study of the major subjects, as identified in the textbooks of the major subjects as in May 1996.

Review the HKCEE syllabuses of the EMI subjects and *compare the language required for answering HKCEE papers*.

Appendix 3 provides a list of the language skills and items required in the major HKCEE Subjects, as identified in the HKCEE papers 1993-5 and the respective examiners' reports.

Step 3 Agree on the range, types and levels of reading and writing skills, as well as the study skills to be learnt and

practised by students.

Appendix 4 provides a list of the study skills required for studying the major subjects at S4-5.

Step 4 Decide what language items to teach and what not to teach, what language items to cover in English Language lessons, and what language items to cover in the lessons of EMI subjects.

Step 5 Write up the language plan so that there is compatible progress among the EMI subjects in the teaching and use of language and other related skills.

Step 6 Teach according to the language plan, keeping either a mental check or formal log of the progress, and consider whether the students should go faster or slower than planned.

Step 7 Review and revise the language plan regularly.

EXAMPLES OF LANGUAGE PLANS

Below are some examples of language plans. Plan Examples 1 to 3 are possible language plans with specific reference to language items, text-types, language skills and study skills. Plan Examples 4 and 5 are possible plans for language skills and study skills development based on a revision of what had already been learnt, and leading naturally into the S4 curriculum.

Plan Example 1

LANGUAGE PLAN FOR S4 ARTS

Plan for language items

Teaching Week	English Language	Mathematics	Religious Knowledge	Geography	History	Economics
1st week	<p>present and past perfect tenses</p> <p>cause and effect: because (of), since, therefore, so</p> <p>Vocabulary: reason, cause, effect, consequence</p>	<p>present perfect tense</p> <p>therefore, so</p> <p>Vocabulary: ...</p>	<p>present and past perfect tenses</p> <p>since, consequences</p> <p>Vocabulary: ...</p>	<p>present perfect tense</p> <p>because (of), so</p> <p>Vocabulary: ...</p>	<p>past perfect tense</p> <p>since, therefore, so</p> <p>Vocabulary: ...</p>	<p>present perfect tense</p> <p>because (of), since, therefore, so</p> <p>Vocabulary: ...</p>
2nd week	<p>active and passive voices</p> <p>although, though, but</p> <p>Vocabulary: ...</p>	<p>active and passive voices</p> <p>though, but</p> <p>Vocabulary: ...</p>	<p>active and passive voices</p> <p>although, though, but</p> <p>Vocabulary: ...</p>	<p>active and passive voices</p> <p>although, though, but</p> <p>Vocabulary: ...</p>	<p>active and passive voices</p> <p>though, but</p> <p>Vocabulary: ...</p>	<p>active and passive voices</p> <p>although, but</p> <p>Vocabulary: ...</p>
3rd week	<p>suppositions and conditionals : if, taken that, suppose, assuming,</p> <p>Vocabulary: ...</p>	<p>simple conditionals : if, suppose</p> <p>Vocabulary: ...</p>	<p>conditionals</p> <p>...</p>	<p>suppositions</p> <p>...</p>	<p>suppositions and conditionals</p> <p>...</p>	<p>suppositions and conditionals</p> <p>...</p>
4th week	<p>future continuous and future perfect tenses</p> <p>when, while</p> <p>Vocabulary: ...</p>	<p>revision of simple future tense</p> <p>when, while</p> <p>...</p>	<p>revision of future tenses</p> <p>making predictions</p> <p>...</p>	<p>revision of future tense</p> <p>making predictions</p>	<p>making predictions</p> <p>...</p>	<p>using the future continuous and future perfect tenses</p> <p>making predictions</p>

Plan Example 2

LANGUAGE PLAN FOR S4 COMMERCE

Plan for text-types

Teaching Week	English Language	Mathematics	Economics	Commerce
1st week	presenting a theory or concept with illustration interpreting charts and data file	interpreting tables and charts	explaining and illustrating a concept interpreting figures & reports	interpreting charts, tables, graphs, etc
2nd week	discussing the pros and cons of an issue using discourse features and the essay format	using discourse markers such as firstly, secondly, finally, in conclusion	pointing out the possibilities of an issue firstly, secondly, on the other hand, however	working out the instructions for placing an order firstly, secondly, ..
3rd week	writing a letter of complaint	calculating losses reported in a complaint letter	comparing the characteristics of two market structures	drawing up an action plan in response to the complaint
4th week	writing a report using the reported speech for writing reports	/	writing a summary of the recent development of the economy of Hong Kong	providing a brief report on the accounts of a company
5th week	describing possible situations using conditionals and suppositions	describing a problem to be solved using suppositions	describing a problem to be solved using conditionals and suppositions	/

Plan Example 3 **LANGUAGE PLAN FOR S4 SCIENCE**

Plan for language skills and study skills

Teaching week	English Language	Mathematics	Biology	Physics	Chemistry	Computer Studies
1st week	classroom language and giving instructions	5-10 most common instructions	5-10 most common instructions	5-10 most common instructions	5-10 most common instructions	5-10 most common instructions
2nd week	asking and answering questions during lessons using the dictionary for pronunciation, meaning and use	answering questions using the dictionary for pronunciation and meaning	requesting things and explanations using the dictionary for pronunciation and use	asking questions and giving answers with explanation using the dictionary for meaning and use	asking and answering questions using the dictionary for pronunciation, meaning and use	requesting things and explanations
3rd week	pair work and group work using the encyclopedia	pair work	pair work and group work using the encyclopedia for pictorial illustrations	pair work and group work using the encyclopedia for information	pair work and group work using the encyclopedia for information	pair work and group work
4th week	reporting orally using the newspaper for data collection	reporting orally collecting data in the media	reporting orally	using films and videos for data collection	viewing films and videos for information	using the newspaper for information
5th week	listening for information using the TV, radio, film, etc, for data collection	using the newspaper and TV for data collection	watching TV or film for information	reporting orally	reporting orally	watching TV for data collection

Plan Example 4

REVISITING PLAN FOR S4 ARTS

Plan for revisiting the concepts associated with the terminologies, definitions, formulas, etc, learnt in S1-3.

NOTE:

Revision of the subject-specific items should be done directly in EMI, avoiding translation work.

The best way is just to revisit or briefly go over the major items in English, calling upon students' prior knowledge, and then to proceed on to development of this knowledge in EMI. This leads very naturally to the teaching of the subject matter appropriate to S4 in EMI.

There is no need to repeat the teaching process carried out in S1-3.

Teaching steps	English Language	Mathematics	Geography	History	EPA
1	basic phonics for pronunciation and spelling	names of symbols taught in S1-3	names of places taught in S1-3	names of places taught in S1-3	names of places, organisations & positions taught in S1-3
2	tone and rhythm patterns for identifying key words and main clauses in sentences	definitions and formulas covered in S1-3	definitions covered in S1-3	definitions covered in S1-3	definitions covered in S1-3
3	using the dictionary for pronunciation and meaning	expressing simple concepts	describing simple phenomena	describing simple events	describing simple social systems
4	sentence structures using adverbial clauses (because, since, when, though, if, etc)	connecting patterns and figures	reasoning	connecting events	connecting people and events
5	simple suppositions and conditionals	simple problems	simple problems	simple problems	simple problems

Plan Example 5

REVISITING PLAN FOR S4 SCIENCE

Plan for revisiting the concepts associated with the terminologies, definitions, formulas, etc, learnt in S1-3.

NOTE:

Revision of the subject-specific items should be done directly in EMI, avoiding translation work.

The best way is just to revisit or briefly go over the major items in English, calling upon students' prior knowledge, and then to proceed on to development of this knowledge in EMI. This leads very naturally to the teaching of the subject matter appropriate to S4 in EMI.

There is no need to repeat the teaching process carried out in S1-3.

Teaching steps	English Language	Biology	Chemistry	Physics	Mathematics
1	basic phonics for pronunciation and spelling	names of living and non-living things	names of chemicals	names of physical quantities	names of symbols
2	tone and rhythm patterns for identifying key words and main clauses	definitions	definitions and formulas	definitions and formulas	simple formulas
3	using the dictionary for pronunciation and meaning	simple explanations	simple explanations	simple explanations	formulas
4	sentence patterns	connecting things	connecting happenings	connecting happenings	connecting patterns and figures
5	simple suppositions and conditionals	simple problems	simple problems	simple problems	simple problems

PART IV

Resources and Materials

PRINCIPAL AND TEACHER INVOLVEMENT

Students have a big hurdle to jump when they adjust to EMI, and all support must be there to help them jump across successfully. The most important resource support is of course teacher support. Any member of the staff who is indifferent and unco-operative may cast doubt and uncertainty on students' efforts, and consequently reduce students' confidence and motivation. To ensure successful implementation of EMI, the school principal, English Language teachers and teachers of the EMI subjects must be involved actively and constructively.

The school principal should collaborate with teachers to ensure that the students benefit from EMI, by

- drawing up the *school policy* regarding EMI for all the staff, including the approach and strategies to be adopted for the EMI subjects, the role of the EMI teachers, and the choice and use of teaching materials including textbooks
- managing and facilitating the *availability of time, space and resources* (including manpower and materials) for developing and implementing the programme
- ensuring that the *EMI teachers are adequately proficient* in English to conduct lessons in the English medium
- ensuring the development or adoption of a language plan in a *cross-curricular approach* for all the teachers

concerned

- supporting EMI teachers in their *simplification of language use and curriculum tailoring* to help students adjust to the use of EMI
- maintaining a *constant check, support and review* of the development, ensuring that there is sufficient collaboration of efforts among the staff concerned

Appendix 5 provides some suggestions of helping teachers.

LANGUAGE IN THE ENVIRONMENT

To provide the English language education that leads to the necessary bilingualism for Hong Kong, schools should ensure that students have sufficient exposure to the English language. The language environment of a school must be enhanced to provide this constant input of English. This includes:

- ⊗ *notices, instructions and directions* put up in the school premises for various purposes such as those for using the library, queuing up at the canteen, etc
- ⊗ *announcements, talks and assemblies* during which the principal or teachers make fairly long addresses
- ⊗ *posters, notice boards and displays* related to students' work and achievements, which provide materials and activities for sharing among students
- ⊗ *books, magazines and newspapers* which provide information and data related to students' studies and interests

- ⚙ *conversation, discussion and negotiation* which the principal and teachers may carry out among themselves or with students regarding various activities and school issues such as donation for charity, enrolment for a club, apologies for being absent, etc
- ⚙ *interesting activities* such as speech contests, debates and drama, including the English Day, should be organised frequently to ensure adequate frequency of use of English in the school

EXTRA-CURRICULAR ACTIVITIES

To encourage students to participate in extra-curricular activities using English, teachers should deliberately plan activities that are *attractive, pleasant, challenging and sustainable* so that students leave each activity with interest and the intention of coming back. Below are some common extra-curricular activities:

students in various activities such as *reading schemes, book report competitions*, etc. The materials should cover as broad a range of topics as possible.

recitals and writing competitions in which students are encouraged to write and present (based on a model or not) comic strips, stories, diaries, rhymes, playlets, etc

video or film shows in which appropriate videos and films on a range of topics are shown, to be preceded or followed by simple discussions led by the teacher. A popular theme, like pop music, using English songs, sub-titles and reference materials, can initiate curiosity, exploration and further reading of materials that will help develop students' interest and study skills.

English oral sessions at recess and lunch time to provide extra opportunities of speaking English. These sessions can be led by teachers or senior students who are fluent in English, and can cover all areas such as recitation, reading, discussion, quizzes, etc

English club and related activities in which students take part under the leadership of senior students, such as speech and drama activities, scrabble, reading and writing contests, debates, film reviews, preparation of newsletters and magazines, etc. Some schools set up different clubs for these activities; some schools organise them all under the English club or association.

Where suitable, *the clubs of EMI subjects* can also conduct activities involving the use of English, such as preparation and report of a field visit or experiment, poster and announcement for a contest, report on the some unusual happenings in the class, a magazine article on some major school event, comparison of news reports on different media, a scrap-book on different professions in Hong Kong or the life of a prominent politician, etc

LIBRARY FACILITIES

The library facilities must be *easily accessible* to all teachers as well as students. The school library should be open when the students are free to use it, that is during recesses, lunch time, after school, and during holidays. Priority must be given to meaningful use rather than mere existence.

There should be *a good range of books* in English to cater for students' interests. As a regular exercise, students can be asked to consider the book reviews in newspapers and magazines, and recommend books for

the library. In the process of deciding on a recommendation, students go to bookstores to find the books they like.

There should be *multiple copies* of dictionaries, reference books such as encyclopedia, magazines, journals and newspapers so that when a number of students look for the same information, they can do so roughly all at the same time. This is necessary when students have to hand in a project/report on the same theme.

There should also be a *reading corner* in the school library where teachers and students can sit and take time to read the materials they should not remove from the library. There should also be tables where teachers and students can copy and take notes of what they find. These corners can be reserved for silent reading alone.

Class libraries can be arranged if there is sufficient interest in the classes to keep them. The class libraries should be developed, administered and used by the students themselves.

SELF-ACCESS CORNERS

Subject to the availability of space and resources, *self-access corners* can be set up where students have easy access to materials in English including books, newspapers, magazines, video and audio tapes, as well as the personal computer for finding data and information, and for word processing in producing assignments. These materials enable a broad English language input and resources for tasks and projects of the EMI subjects.

The greatest advantage of self-access learning is that it enables students to work at an individual pace with individual learning styles, develop a responsibility for their own learning, and assume autonomy over their schedule and achievements. At the same time, it encourages students to take care of public property, to be considerate to others and use modern information technology for study purposes.

Students first using the self-access mode of learning should be taught all the basic study skills and told specifically their responsibilities in using the facilities of the self-access corner. A clear record must be kept by teachers and the students themselves for using the self-access corner.

TEACHING AIDS, TASKS AND PROJECTS

EMI teachers usually find the use of *teaching aids*, such as *charts and diagrams, discs and tapes, TV and radio programmes, games and the computer* very helpful because these materials are interesting and self-explanatory. They focus and sustain students' attention and, when used strategically, direct students' attention and interest. Teachers are encouraged to use plenty of diversified materials.

Tasks and projects are very useful too because they provide opportunities of English language use in natural situations, and encourage students to use English for personal needs. Interesting tasks and personal involvement can rouse students' interest and encourage active participation. Students should be encouraged to play an active role in group work, identify problems, complete tasks and solve problems independent of teacher's assistance.

Assignments that extend outside the classroom into *daily life concerns* can be given to students at regular intervals, such as asking students to (a) note and record the use of English in the different subjects, (b) note the English used in songs and commercials, (c) plan and report on a special event (e.g. a picnic or a visit), (d) report what certain people or characters say on a TV or video programme, and (e) take down some of the things said by the school principal and other teachers during assemblies or similar occasions.

USING THE MEDIA

The media in Hong Kong provide a good range of English language examples and plenty of opportunities for language learning. The newspaper, in particular, can be read at students' own pace and serve as a source of information.

However, teachers should remind their students that the language used in the media is not always the most desirable model for learning. A range of exposure is necessary, but there should be some discretion in the use of the more desirable models and the less desirable ones.

Teachers of EMI subjects should ask their students to read the *English newspaper* for information and in preparation for class discussion. If the TV or radio is preferred, students should be reminded to watch or listen to the same parts repeatedly because they may need to get familiarised with the English language before they can abstract the necessary information from them.

Assignments using the media should be given with some flexibility so that students can complete the tasks according to the media they have access to and the range of materials (and information) they can get from these sources. Time must be allowed for the less able students to read or listen to the materials repeatedly. In all events, students should be requested to use a variety of the media and never to depend on only one of them.

Teachers should also remind students that reporters may have different perspectives and views. They may report the same event in a different manner and thereby give a different picture. Using the media wisely involves discernment of fact from opinion, and truth from fiction.

Teachers are reminded that if the students study through EMI, English should be used for conceptual development, data collection, organisation and presentation. *English should be used on all occasions of study including the use of textbooks, doing exercises, classroom discussion, using references, tests and examinations, and completing homework.*

AVOIDING MIXED-CODE

Mixed-code must be avoided on all occasions, during lessons and school activities, and even in the use of resource materials after school because the use of mixed-code incurs comparison of the two language systems, translating of words and idiomatic expressions, and a mixture of all the other techniques of language use. This unnecessary increase of the learning burden for students is most undesirable.

When students prepare for work or further education, they need to be able to use a language proficiently, because the workplace and tertiary institutions will expect them to use a language competently, and not mixed-code. When students use a language for studying, their knowledge framework will be constructed on that language. They will be able to read and write sufficiently on various topics in that language. However if students are used to depending on mixed-code, they will not be able to read and write in any one language with the necessary fluency and proficiency.

PART V

Reinforcement in the Subject of English Language

The role of the English Language teacher of an S4 class adopting EMI is necessarily expanded. Teachers of English Language can provide support for the students studying the EMI subjects by

ENSURING THAT

the names and terminologies are *pronounced in the same way* (and correctly) across subjects, and the same range of language patterns is used (e.g. when to start using the complex sentence or the adverbial clause of time)

everybody concerned uses the *same source of reference* (the same dictionary, the same grammar book, etc)

OBSERVING CLOSELY

the development of the students, and keeping all relevant teachers informed as to the pace of students' progress: when certain language items need to be taught, when certain errors need to be corrected, when certain new language patterns can be introduced, when teaching can proceed more slowly or quickly, etc.

RE-ARRANGING THE CONTENT OF THE ENGLISH CURRICULUM

so that the urgently required language items can be taught or revised in the English Language lessons before (and not after) they have to be used in the EMI subjects.

RE-DESIGNING THE LANGUAGE ACTIVITIES

by using materials of the EMI subjects as content for English Language oral work, discussion, composition, listening and reading practice. For example, students can be asked to take notes of a documentary they watch for another subject (History, Geography, Science) for study skills development, to write a report of a science experiment as a composition assignment, to read some materials for a task in Economics and report the findings to the class as oral work, to collect information on the environment of Hong Kong and prepare a scrap book on how to protect the environment as project work.

PLACING SUFFICIENT EMPHASIS ON STUDY SKILLS

which help students learn efficiently, and develop greater independence in learning. Study skills are transferable from one area of learning to another. They enable a person to continue education and development throughout life. They are extremely important for a person's intellectual and career development.

Study skills are best developed through practice in natural settings of task completion. Drilling and memorisation do not require the use of study skills and are therefore meaningless. Task-based assignments and projects involve the learning and use of study skills and are therefore meaningful. Assignments that are related to daily life interests and needs are best for acquiring and developing study skills.

Appendix 4 suggests a list of study skills necessary for studying the S4-5 curriculum in English.

FULLY DEVELOPING STUDENTS' DICTIONARY SKILLS

through interesting tasks. Dictionary work is boring and meaningless when there is no purpose; but it can be fun and challenging when students use the dictionary to find answers and solve problems.

With the dictionary, students should be able to

- + find words according to alphabetical order
- + check the spelling of words and spelling in the different parts of speech
- + use a simple phonetic system for pronunciation
- + understand the explanations of words
- + choose the appropriate explanation
- + understand the examples provided to help explain meaning and use
- + check one's own language use against the explanation and example in the dictionary

To initiate interest, students can be asked to use the dictionary for completing quizzes, puzzles, scrabble, etc. The dictionary should also be used as a means for students to make achievements, for example, when interpreting questions and problems, finding synonyms and antonyms, when students revise their drafts or check the work of their classmates, and when students work out the pronunciation, meaning and use of new terminologies.

In addition to the dictionary, the more able S4 students can be encouraged to use the *thesaurus* which provides a variety of vocabulary for choice. For example, students can use the Thesaurus when they choose words for writing up the questions of a simple questionnaire. At the same time, they may need to use the dictionary for the words that they do not know. Such exploration with the thesaurus and dictionary

can be great fun. However, teachers should remember that the more able students may complete this task quickly in class, but the less able students may find the thesaurus confusing. The less able students also need to be allowed time at home to complete the task at their own pace. If there is a short time limit for the task, there will be pressure instead of fun for the less able students.

FULLY DEVELOPING STUDENTS' LIBRARY SKILLS

through interesting activities. The library can be boring when there is no purpose for visiting it; but it can be fun and challenging when students go there to find answers and solve problems.

The basic library skills include using

- ◀ the catalogues and writers' name search, possibly on the computer
- ◀ the different parts of a publication to obtain information, e.g. index, book cover, title, table of contents
- ◀ scanning skills when looking for books or articles
- ◀ the magazines and journals on display and search for information by skimming the contents
- ◀ reference books and encyclopedia

To initiate interest, S4 students can be asked to go to find out about the library system as a task. Then they can be asked to help the younger students around the library and to locate books and information. Shortly after that, students should be assigned tasks and projects that require information from reference books, magazines, encyclopedia, etc.

FULLY DEVELOPING STUDENTS' ENQUIRY SKILLS

which are essential for independent learning. The types and complexity

of enquiry skills increase according to students' progress. Enquiry skills improve with practice and improved enquiry skills promotes successful communication, and social and interpersonal relationship.

The basic enquiry skills include:

- ¶ using appropriate tone and approach when asking for information and explanation
- ¶ repeating questions and seeking clarification politely and pleasantly
- ¶ using appropriate opening remarks and formulaic expressions (e.g. Excuse me ...)
- ¶ requesting explanation when there is misunderstanding or query in a polite and pleasant way
- ¶ understanding the use of different tones and degrees of formality
- ¶ asking follow-up questions appropriate to the occasion
- ¶ writing simple notes or letters to ask for information and materials, both formally and informally

PREPARATION AHEAD

through additional work towards the end of S3 or shortly before S4 English Language teachers can

- ▲ ensure that students know sufficient phonic skills for word identification, pronunciation and spelling
- ▲ ensure that their students are proficient in classroom language
- ▲ teach the common text-types (label, letter, notes, report, form, graphics, expository essay, etc)
- ▲ teach students how to plan and develop an argument, using reasons and examples
- ▲ use a variety of instructional language (Appendix 9 suggests some simple language to deliver instructions)
- ▲ ask students to try to summarise what they have learnt in S1-3 in the form of notes or tables

- ▲ try to teach as many of the language and study skills listed in Appendix 4 as possible

As an additional assignment for the vacation, students can try to go through the first chapter of an S4 textbook and identify the words that they do not know. Students can be encouraged to find out the pronunciation, meaning and use of some of these words from a dictionary independently. This activity helps students to assume some responsibility for their learning and also anticipate the language use in S4. There is no need for the teacher to teach or explain the new words unless asked to.

PART VI

Curriculum Tailoring

WHAT IS CURRICULUM TAILORING

Curriculum tailoring is cutting-down, extending or adapting the curriculum (syllabus or textbook) according to students' needs. Every group of students may have a different reason for curriculum tailoring and school-based curriculum tailoring is an effective form of curriculum development.

For students using EMI, the English Language curriculum has to be extended to support the curriculum of the EMI subjects. For example, more classroom language, more language skills, more study skills and especially the vocabulary of the EMI subjects have to be taught. This is *extending the English Language curriculum to support the study of the other subjects.*

For students adjusting to EMI, time has to be allowed to acquire sufficient language and skills to study in EMI. Both the language and contents of the EMI subjects may have to be reduced in the early weeks of S4 in order to enable students to start off. This is *reducing the curricula of the EMI subjects in order to allow time for students to be prepared for EMI.* This does not mean that the standard of the subjects is lowered, because the curriculum is only temporarily reduced. Once the students are proficient in EMI, they can catch up on what have been missed quite easily.

The adjustment of English Language has to be matched with the tailored curriculum of the EMI subjects. This is *adapting the curriculum according to students' learning needs in English Language and the EMI subjects.*

While the English Language curriculum definitely needs to be extended to support EMI (as suggested in Part V above), the curriculum of the EMI subjects also need to be adjusted and/or simplified for the early weeks of S4. This includes *simplification of language, cutting out or deferring certain topics, and reducing the content of learning of certain topics.*

SIMPLIFYING LANGUAGE

The amount of simplification required for a group of students depends very much on the ability of the students and how much the meaning of the text is affected by such simplification. In an average S4 class, more simplification is required in the first few weeks and only little simplification would be necessary after the first two months.

Teachers should not feel that simplification of language always distorts meaning. Suitable simplification often helps to present ideas more concisely. Good English need not be difficult. Complicated language use often contributes towards confusion and uncertainty rather than clarification or elaboration.

Ways of simplifying language include:

- § replacing the difficult word with a simple word with a similar meaning
- § using a phrase, clause or sentence instead of the difficult word
- § breaking up a long winding sentence into a few short sentences
- § using connectives and sequence words for each new sentence instead of joining a number of sentences in the form of clauses
- § presenting the situation in first person narrative using simple tenses instead of reported speech and passive voice
- § using imaginary situations, starting with "Now imagine,

- this is ... " so that simple tenses can be used, instead of using suppositions and conditionals
- § using consistently the same instructions and rubrics for similar activities
- § using visual aids and materials

Appendix 6 provides examples of simplifying the language of some textbook materials.

ADJUSTING TEXTBOOK MATERIALS

The amount of adjustment of the curriculum or textbook materials required for an EMI subject depends very much on the ability of the students and how far the content of the curriculum can be juggled.

In an average S4 EMI class, some adjustment may be required for the first few weeks of S4, but not for longer than two or three months. In a good class using well-chosen textbooks and a good intensive English programme, adjustment of the curriculum or textbook materials may hardly be necessary.

Teachers should not feel that adjustment of the textbook materials upsets the design of the curriculum. Suitable adjustment enables more effective teaching. After all, textbook materials vary from publisher to publisher, and no single textbook can cater for the needs of all its users.

Below are the steps for adjusting textbook materials:

- i) check out the topics, details, examples and exercises using difficult tenses and sentence structures and have the difficult but essential language items taught in English Language lessons first,
- ii) omit winding passages and mechanical exercises that do not facilitate the teaching of concepts,
- iii) build in study skills in daily classroom activities,
- iv) defer the teaching of topics that involve overtly difficult

- language use
- v) arrange to recycle the topics so that the omitted details can be taught at a later date

Appendix 7 provides further information on the adjustment of textbook materials.

PART VII

Developing an English Programme for Individual Students

PRINCIPLES

In a school where only a limited number of students need an English programme, the programme can be designed to offer assistance to individual students. It can be adjusted so that it is much more individualised; but the purpose and function of the programme remain unchanged. The principles of such a programme are as follows:

- ♥ EMI teachers and English Language teachers collaborate to identify the learning needs of these students according to their previous educational experience, their present English standard and language learning difficulties. The contents of Parts II to V above and Appendices 1-4 offer some criteria for judgement. Then they draw up a study plan for these students and decide on the role of each EMI teacher in this plan.
- ♥ Teaching of the EMI subjects should be geared to cater for the majority of students. The regular lessons should not be disrupted by the presence of the weaker students.
- ♥ Emphasis should be placed on language and study skills rather than isolated items of knowledge. Skills are transferable and enable students to improve both in and outside the school with and without teacher guidance. Knowledge of isolated items is not easily transferable.

- ♥ Students' motivation, interest and confidence must be sustained and enhanced as far as possible. These qualities are crucial to speedy achievement. Reprimand and overt criticism that may reduce students' motivation, interest and confidence should be avoided. Encouragement, personal concern and positive advice should be provided whenever any sign of the need of such support appears.
- ♥ The students using the programme must not be regarded as an alternative group of students. In all schools in Hong Kong, there is a range of abilities among the students. The causes, nature and extent, and teaching requirements of such a range of abilities vary from school to school. The students using an English programme just add to the variety of students' abilities. Segregation or bias will not help them.

MODE OF OPERATION

The S4 English programme for individual students can include the following:

revisiting concepts associated with the terminologies, definitions and formulas taught in S1-3

To enable individual students to catch up with the class quickly, it is feasible to develop revision materials on the subject matters learnt in S1-3 for students to prepare themselves for S4. The nature and purpose of such revision materials should be as follows:

- These materials are essentially quick summaries of what students learn in S1-3 in the related areas.
- These materials bring about revisiting of the concepts, terminologies, definitions and formulas through EMI.
- These materials are developed from the materials (such

- as textbooks and worksheets) used in S1-3.
- Tasks and activities with plenty of pictorial illustrations and diagrams involving active use of language form the bulk of the materials.
- Record cards or checklists are included for individual students to carry out self-monitoring and self-valuation in the course of using the materials.

NOTE:

Revision materials for individuals or small groups may not be desirable for use in class because the major subject curricula develop from one level to another in breadth and depth. What is covered in S1-3 naturally evolves in S4-5. An English programme on a class basis should refer to the S4 curricula (and not the S1-3 curricula) to cover the necessary language.

immersion and individualised learning during lessons

For maximum exposure and learning opportunities, the weaker students can attend the regular EMI lessons together with their classmates. However they should not be expected to perform like their classmates. They can watch and be told briefly what their classmates are doing. They can also complete other simple tasks during these lessons, such as

- ↔ listing the major learning points of the lesson and the activities carried out by the students
- ↔ guessing what the classmates try to achieve
- ↔ guessing what the teacher wants the students to achieve
- ↔ describing through notes, drawing and referring to the textbook (and other materials)
- ↔ identifying features of the topic which is the focus of the lesson
- ↔ identifying the features of certain sound patterns, structural patterns, text-types, etc, that appear frequently during the lessons
- ↔ participating in group work as far as possible
- ↔ keeping a record of the parts of lesson they can follow (This record may start with zero and should grow to a hundred percent in due course.)

In all these tasks, the teacher shows awareness and gives encouragement; but there is no need for the teacher to spend time on individualised teaching during lessons for the whole class. They should not be encouraged to depend on the teacher's attention.

opportunities of withdrawal

To give the weaker EMI students the necessary support, withdrawals are important and can take place in the following ways:

- ♣ teacher or tutor meets individuals or small groups before or after school, during recess or lunch break
- ♣ teacher or tutor withdraws individuals or small groups from some lessons of the subjects in which these individuals or small groups do well. These students may be doing well in these subjects because these subjects do not require a lot of English, such as Mathematics; and their achievement is not affected even if they miss some lessons. (This withdrawal arrangement can be monitored by a teacher with a free period or a senior student. It must be stopped as soon as the teachers of these subjects feel there is a need for the weaker EMI students to attend these lessons.)
- ♣ small groups withdrawn from lessons of cultural and practical subjects. (This should not occur for more than one lesson per week for each of these subjects.)

NOTES

- #1. *Withdrawal should not take place during school or class activities such as sports day, swimming gala, inter-class debates, class picnics, etc, because all students should be given the opportunity of participating and experiencing major events.*
- #2. *Where possible, small groups are preferable to individuals because small groups enable (a) sharing of interests, (b) support from group members, (c) better relationship and comradeship among group members, (d) reduced demand on the teacher, and (e) more cost-effective use of materials and resources.*

additional learning materials

Additional materials include

- ◆ materials to help students to transfer their subject knowledge from the Chinese medium to the English medium, such as glossaries of terminologies and the English version of theories, formulas, etc
- ◆ materials that help students to master the basic English sound and structural patterns, such as listening tapes and exercises on text-types, sentence structures, etc
- ◆ assignments that enable practice and development of basic study skills, such as phonics and spelling, note-taking, dictionary skills, library skills and enquiry skills
- ◆ materials that help students pick up classroom language effectively within a short time
- ◆ practice of language skills with various text-types common to the EMI subjects

self-access learning

In order not to overtly increase the teacher's workload and to encourage independent learning, students should be taught and encouraged to apply the skills of independent learning including:

- ♠ asking for advice and suggestions on how to complete assignments, and taking note of advice and suggestions
- ♠ locating information and ideas in a library, study room, newspapers and magazines, etc
- ♠ looking for materials independently for the completion of a certain assignment, and making notes of the data and information in various forms (including charts, tables, time-lines, etc.)
- ♠ planning an assignment and adjusting the plan where and when necessary
- ♠ completing worksheets and assignments with the help of textbook materials, dictionaries, reference books, etc
- ♠ revising work for improvement and correction of mistakes, perhaps with the help of a sample or model

- ♠ finalising and evaluating their own work, perhaps with the help of the teacher, a classmate, model answers, etc

A lot of the self-access learning materials available on the market provide the necessary information and ideas input, worksheets and assignment reports, and model answers for self-marking. These materials can be extended to require students to use the other skills of independent learning.

If there is a self-access centre in the school or its neighbourhood, the students can be told to explore these facilities and learn about topics and themes through the facilities of these centres. This will probably involve the use of information technology and the media, which is interesting, challenging and rewarding.

peer assistance

Students can benefit significantly from peer assistance when the relationship is friendly and cheerful. With their peers, students can be more comfortable, gain greater sympathy and understanding, and behave more naturally than when they are with teachers.

It is often a good policy to ask the better students of a class to stay with the weaker students in the same group and help them in group activities during and after lessons. The better students can benefit from this arrangement because, through lending assistance to others, they further integrate their knowledge in their cognitive framework, apply what they have learnt in real situations, extend their knowledge to the needs of others, and develop other related skills such as reasoning, problem-solving, interpersonal and communication skills.

However teachers should be sensitive to the mood and feelings of the students concerned to ensure that the relationship is beneficial to both sides. Animosity and prejudice must be avoided and eliminated at the first instance. Furthermore the better students should not be (a) overloaded with responsibilities, (b) expected to replace the teacher, or (c) asked to lose the time they need for their own study.

graduated (and self-monitored) assessment

In the early weeks of S4, the weaker students cannot be expected to achieve and perform in the same way as the other students. They need special arrangements of tests and assessments, such as

- ☺ tasks and exercises instead of the test or assessment that is being completed by the class
- ☺ a short and simplified question paper
- ☺ part(s) of a test or assessment instead of the entire paper
- ☺ permission to use books, dictionary and models during assessment

Instead of the teacher marking the papers, the weaker students can be asked to mark their own papers and record the results of their performance in order to better understand their own progress. The results of the tests and assessments of these students are not useful except to help teachers understand their needs and plan their study. The purpose of asking these students to take part in tests and assessments is not only to find out the level of their ability, but also to let them have the experience of tests and assessments. The process of marking and recording one's own progress against the learning targets and achievements of the other students provides direction, incentive and encouragement for the students.

The weaker students can be expected to take tests and assessment papers like the other students only when they have mastered the EMI mode of learning. Until then their participation in the class tests and assessments should not be considered as genuine assessment of their abilities.

PART VIII

Some Additional Strategies

LEARNER INDEPENDENCE

Learning is a process of engaging one's mind actively with the learning content, so that one's framework of knowledge (knowledge, experience and skills) is expanded in the course of learning. When the student is passive, such intellectual engagement is weak and the learning effectiveness is minimal. When the student is active and motivated, such intellectual engagement is strong and the learning effectiveness is maximised.

It is very important for students to develop, as soon as possible, a sense of responsibility for their own learning, which will motivate them to engage actively and earnestly in their learning.

In developing a sense of responsibility for learning in students, teachers must understand that one of the important aspects of learning is the ability to track one's behaviour and control it. Students should be encouraged to reflect and develop awareness and control of their learning behaviour.

Such awareness and control should be nurtured through gradually increased delegation of responsibility to the students. For example, students can be asked to choose major assignments, plan their revision timetable, check their own work, help classmates, keep record of their own progress, etc. Then they can be asked to plan their learning objectives for a few weeks, choose their own tasks, plan their own learning method, assess their own performance against criteria, reflect on their approach and compare their strategies with those of other students, etc.

GROUP PROJECTS

Students should be encouraged to work in groups, and learn to negotiate, and appreciate, help and understand each other in activities. Through the process of group work, the better ones can also further internalise their knowledge and skills, and the weaker students can benefit from the experience of their peers.

Group projects is an effective way of ensuring meaningful group work. Students are arranged in groups, each given a role to play in the group (leader, researcher, reporter, recorder, etc). Project assignments are given to the groups for completion according to a schedule. Teachers should go through the project requirements with the students at the beginning, give advice during the process of the project and comment on the results towards the end of the project. The final products of the different groups can be compared and each should be evaluated in conference with the students concerned.

If there is any relationship problem in a group, action must be taken at once to resolve any misunderstanding, change the group combination, change the roles of the group members, adjust the nature of the project (but not to make it very easy or simple) etc.

In evaluating the products, teachers are reminded that

- ~ the learning process is just as important (if not more) as the product
- ~ the role and performance of individual students in the groups should be given recognition
- ~ the enquiry, communication, negotiation, coordination and other skills developed by each student should be noted
- ~ the differences between the products do not render them better or worse; each may deserve credit for its own reasons

In promoting team spirit in group projects, teachers should ensure that

- ♪ students know that everybody has different strengths

and weaknesses, and that these strengths and weaknesses may change

- ♪ students know that everybody has the potential of improving himself/herself, and that everybody can improve when there is sufficient and well-directed effort and input, and
- ♪ students' work is checked by the teacher asking questions on how they arrive at the results and commenting on the process in addition to the product. Students should be led to understand that simply copying the results is of no use. They must improve on their methods and independence.

INTEGRATED TASKS AND PROJECTS

Since a person's knowledge framework may be systematic and structured but not compartmentalised, it is more efficient for learning processes not to be compartmentalised. Integrated tasks and project work require the integrated use and development of knowledge and skills, drawing upon a student's knowledge framework without distinction and separation of subject areas. They are therefore highly recommended for the S4 English programme.

If possible, teachers of different EMI subjects can request students to use the same information on a common topic, but for slightly different purposes in the different subjects. For example, collating information and views of news reports on air pollution in Hong Kong from TV, radio and newspapers can provide materials for use in an EPA lesson and a Geography project. The discovery of the cure for a certain disease can provide material for discussion in Biology, Chemistry, EPA and English Language. A recent accident of a child killed at home by some leaking gas can be studied in Human Biology, Chemistry, EPA, English Language, etc.

In another way, common themes and topics of interest, especially those

discussed in the news reports, can be used in the form of integrated tasks across subjects. The English Language teacher teaches the relevant skills and language items (such as text-type, enquiry skills, sentence patterns, essay format, etc). The EMI teachers teach the related concepts, methods, and skills. They may also provide the basic information to support formation of a view in relation to the topic. Appendix 8 provides some suggestions of integrated tasks.

REMINDERS FOR TEACHERS OF EMI SUBJECTS

Teachers of EMI subjects are reminded to

- 0 *orientate their students* to the required mode of learning slowly and steadily, confining their language use to the level of the students' abilities
- 0 *allow students sufficient time* to gain confidence *and the skills* of studying in English, allow time for students to get through the language barrier, by going through the topics/textbooks more *slowly*, using *the dictionary* when necessary, *repeating* the difficult parts, using pictures and other *teaching aids* frequently, using group arrangement whereby *more assistance can be given to the weaker groups*, helping the very weak students to *take notes*, and asking *senior students* to *lend help* to the weaker students after lessons
- 0 *ask students* to carry out more tasks involving the use of English, such as listening, reading and discussion, and help students learn and *practise study skills and language development skills* when the opportunities arise
- 0 *explain and demonstrate* clearly the ways of completing exercises and give extra assistance where and when

necessary

- 0 *ensure* that the major language items to be used for teaching are *already covered in English Language lessons*
- 0 *use only a minimal amount of Chinese for instruction or making references* at the beginning of S4 if necessary, but Chinese has to be phased out completely within a short time, preferably after the first month of the programme
- 0 with the assistance of the teachers of English Language if necessary, *use simple English* to replace the unnecessary difficult language used in textbooks, and
- 0 *always appreciate the efforts and improvements* made by students, in all aspects of learning as well as English. There is no need to criticise or correct all students' mistakes. Some errors can be tolerated or corrected simply by pointing out and teaching the right version. Overt criticism and correction only inhibit confidence and motivation.

To help EMI teachers to adapt their language use, a list of language items for instruction is suggested in Appendix 9.