Tak Nga Secondary School
Whole-School English Language Policy

A. Principles:
1. We strive to provide a language-rich environment for every student to develop her proficiency in English
2. We believe that every student is able to excel in English.
3. We strive to maximize students’ learning opportunities of English Language with internal and external resources.

B. Objectives:
1. To develop students’ proficiency in the four skills: reading, writing, listening and speaking.
2. To develop students’ capacity to learn content subjects through English
3. To foster students’ interest in learning English for international communication and entertainment

C. Strategies:
I. To provide a positive and lively English language learning atmosphere, we
   - Organize English Week to celebrate students learning outcomes (performances, presentations and display of student work) every school year
   - Set up the English Zone to encourage students to use English for entertainment and for self-access learning
   - Have English assembly with students’ presentations and teachers’ sharing every Tuesday, Wednesday and Thursday
   - Making all announcements in English every Tuesday, Wednesday and Thursday
   - Publish the Bee, our English school newspaper, twice a year
   - Train students to be English Ambassadors through English Ambassador Scheme
   - Have an English Club to co-ordinate all the English activities
   - Display outstanding student work in classrooms and school campus
   - Organize English overseas study trips

II. To develop students’ proficiency in the four skills: reading, writing, listening and speaking, we
   - Implement Phonics-based Reading Curriculum in S1 to develop students’ reading skills and to improve their performance in spelling
   - Conduct Reading-pals programme to enhance S3 students’ reading and presentation skills and help S1 students develop reading habit
   - Adopts Task-based Learning (TBL) and Project-based Learning (PBL) so as to create more opportunities for students to use English in class through curricular activities
   - Have on-line interactive learning – English Builder for all S. 1 to S. 7 students
   - Cope with the diversity of learning abilities in class by employing different teaching strategies such as cooperative learning
   - Have the English Morning Reading Session to promote good reading habits
   - Integrate language arts activities including poems and songs in regular both junior form and senior form curriculum
   - Arrange joint school oral practice for senior form students
III. **To enhance the effectiveness of implementation of the English Language Curriculum, we**

- Have form co-ordinators to co-ordinate the teaching affairs in each form
- Have regular collaboration meetings (twice a month) for teachers in the same form to plan and discuss the teaching syllabus and evaluate the teaching materials

IV. **To develop students’ capacity to learn content subjects through English**

- To adopt English as the major Medium of instruction
- To implement pre-S1 Bridging programme
- To implement Language Across the Curriculum to facilitate the collaboration between the English language teachers and content subject teachers in order to enhance learning and teaching effectiveness in English Language and other subjects

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**Appendix**

1. **PBRC** is a pilot programme catering for the fine tuning class in Secondary 1. Students are expected to show a mastery of all English sounds. Measured improvement in reading aloud helps them in spelling, understanding and appreciating the reading materials. Skills and strategies in reading and comprehension are built up through clearly guided processes and individually leveled reading texts. In the final stage, it is anticipated that students are able to read independently and develop interactive learning skills with reading pals.

2. **RPP** is a pilot enhancement programme catering for the high achievers in Secondary 3. The participating class of Secondary 3 students will develop their oral expression, pronunciation and spoken confidence through story-telling experiences. They will be exposed to an increased level of English stories, poems and songs and develop an independence in seeking and enjoying these materials. Reading skills and strategies will be further enhanced and able to be applied to their general English learning as well as learning in English. The transfer of knowledge involved in the RPP enables students to critically analyse what they read and express this understanding to others as tutors in interactive reading activities. The programme will provide students with a bridge to the NSS curriculum and the short stories elective in Secondary 4.

3. **LAC** is a pilot cross-curricular collaboration project which aims at integrating content learning and language learning. The LAC co-ordinator and content subject teachers will work together to design and try out pedagogies to develop S2 students’ language and thinking skills. In English lessons, S2 students will learn the language items and structures for supporting their learning in content subjects. Content subject teachers will create opportunities for students to apply these language items and structures in their lessons and assessment tasks. On the other hand, English Language teachers will also create opportunities for students to apply their knowledge acquired from content subjects to English Language, such as making use of the vocabulary, facts and opinions covered in content subjects to enrich their writings in English.
The **teacher-in-charge of the Phonics-based Reading Curriculum (PBRC)** is responsible for
(i) designing a curriculum for the fine tuning class in S1 based on phonics to enhance the students’ ability in reading aloud, spelling and reading comprehension
(ii) designing a curriculum for other S1 classes (average and above-average) based on phonics to enhance the students’ ability in reading aloud, spelling and reading comprehension
(iii) designing an enhanced phonics/phonetic curriculum for the S3 class that participates in the Reading Pals Programme
(iv) conducting tests for all S1 students before the programme and post assessment for evaluation
(v) taking up 2 lessons per week in the fine tuning class to run PBRC
(vi) holding regular meetings with S1 English Language teachers involved in PBRC
(vii) working closely with the teacher-in-charge of RPP in designing the curriculum and co-teaching
(viii) preparing a professional resource pack for teaching phonics and reading at S1 level

The **teacher-in-charge of the Reading Pals programme (RPP)** is responsible for
(i) planning and developing the Language Arts / RPP for S3 students based on enhancing reading skills and strategies, oral story-telling, improving pronunciation and delivery and oral communication skills
(ii) designing teaching and learning activities that bridge S3 students’ language skills with the NSS curriculum and the short stories elective
(iii) packaging the programme as an independent teaching resource for S3 Language Arts / English teachers;
(iv) delivering the Language Arts / RPP to one class of S3 students for one year, for 2 lessons a week (one Language Arts and one enhancement lesson)
(v) designing and conducting pre-assessments of students’ reading skills and behaviours
(vi) designing and conducting post-assessments for student outcomes and programme evaluation purposes
(vii) participating in weekly co-planning meetings with the teacher-in-charge of the PBRC and S1 English teachers involved in the programme
(viii) co-teaching with the teacher-in-charge of the PBRC and S1 English teachers involved in PBRC
(ix) developing all teaching and learning materials and resources for on-going, sustainable use by English teachers in future reading and Language Arts programmes

The **teaching assistant with higher proficiency in English** is required in order to
(i) assist the teacher-in-charge of the PBRC and the teacher-in-charge of RPP preparing and producing teaching materials
(ii) assist the two teachers-in-charge and other teachers involved in PBRC and RPP conducting PBRC/RPP lessons
(iii) assist teachers involved in the two programmes in offering remedial support to students in need
(iv) marking objective tests in the pre-assessments and post assessments of the two programmes
(iv) completing clerical work concerning the programmes such as taking minutes of weekly co-planning meetings and evaluation meetings, categorizing readers and teaching & learning materials, photocopying learning and teaching materials for students and teachers concerned, etc.
(v) assist the two teachers-in-charge in compiling the instructional manuals and resource packages of the two programmes
The LAC co-ordinator is responsible for
(i) scrutinizing the junior form English Language curriculum and the junior form curriculum of content subjects using English as the medium of instruction (EMI)
(ii) identifying the generic knowledge structures of the junior form curriculum of EMI subjects with the LAC core group
(iii) identifying the language items and structures to support the acquisition of generic knowledge structures
(iv) leading the LAC core group in determining the target language items and structures in the pilot project (LAC in 2012-2013)
(v) leading the LAC core group in delineating the action plan for implementation of LAC in 2012-2013
(vi) designing pre-assessments and post-assessments of students’ knowledge of target language items and structures
(vii) formulating the lesson plans and learning & teaching materials for students’ acquisition of target language items and structures
(viii) leading and co-teaching with S2 English Language teachers to deliver the lessons of target language items and structures
(ix) leading the LAC core group in designing the pre-assessments and post-assessments of students’ application of target language items and structures
(x) giving advice (particularly on language aspects) to LAC core group in formulating the lesson plans and learning & teaching materials for students’ application of target language items and structures
(xi) compiling the LAC resource package for ongoing and sustainable use by English Language teachers and content subject teachers
(xii) reviewing the implementation of LAC and planning for the implementation of LAC in the future

The LAC core group consists of S2 EMI subject teachers / panel heads and S2 English Language teachers. All non-language teachers (except those being employed after 2006/2007) had completed all the training sessions and the coursework of DOLACEE (Development of Language across the Curriculum for English-medium Education) in 2006/2007. The LAC core group members are eligible for formulating the school-based curriculum by applying the knowledge and skills acquired in DOLACEE.

The teaching assistant who has high proficiency in English is required in order to
(i) assist the LAC co-ordinator and LAC core group preparing and producing teaching materials
(ii) assist the LAC core group conducting LAC lessons
(iii) complete clerical work concerning the programmes such as taking minutes of LAC core group meetings and evaluation meetings, categorizing teaching & learning materials, photocopying learning and teaching materials for students and teachers concerned, etc.
(iv) assist the LAC co-ordinator in compiling the resource package of LAC for on-going and sustainable use by English Language teachers and content subject teachers
The Local English Study Trip creates the opportunities for students to immerse themselves in the English learning activities and context designed by English Language teachers. Teachers will utilize the facilities and environment in local universities for engaging students in learning English, such as conducting games like treasure hunt. There will also be activities for students to perform or give presentations. Students may apply the knowledge and skills acquired in school in the study trip, such as telling stories. Participants are required to use English throughout the trip. The schedule of the trip is as follows:

**Brief Rundown of Junior form Local English Study Trip**

**Proposed campsite: Chung Chi College, CUHK**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td>2pm</td>
<td>Check In, Briefing and settling into accommodation</td>
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<tr>
<td></td>
<td>3pm – 5:00pm</td>
<td>Campus orientation activity</td>
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<td></td>
<td>6:00pm</td>
<td>Dinner</td>
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<td></td>
<td>8:00-9:30pm</td>
<td>Evening entertainment activity</td>
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<td></td>
<td>10:30pm</td>
<td>Lights Out</td>
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<tr>
<td><strong>Day 2</strong></td>
<td>8:30am</td>
<td>Breakfast.</td>
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<td>9:30am – 11.30am</td>
<td>Morning activity</td>
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<td></td>
<td>12:30pm</td>
<td>Lunch</td>
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<td></td>
<td>2:30pm – 4:30pm</td>
<td>Afternoon indoor session - English games and activities</td>
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<tr>
<td></td>
<td>6:00pm</td>
<td>Dinner</td>
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<td></td>
<td>8:00pm – 9:30pm</td>
<td>Evening entertainment activity</td>
</tr>
<tr>
<td></td>
<td>10:30pm</td>
<td>Lights out</td>
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<tr>
<td><strong>Day 3</strong></td>
<td>8:30am</td>
<td>Breakfast.</td>
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<tr>
<td></td>
<td>9:30am – 11.30am</td>
<td>Morning indoor session – English games and activities</td>
</tr>
<tr>
<td></td>
<td>12:00</td>
<td>Check Out</td>
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# Budget and Cashflow

<table>
<thead>
<tr>
<th>Measures / Activities to be Funded by the Scheme</th>
<th>Structure</th>
<th>Estimated Cost (in HK $)</th>
<th>Delivery Date</th>
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</thead>
<tbody>
<tr>
<td>(1) PBRP and (2) RPP (Year 1)</td>
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<tr>
<td> Phonics-based reading lessons</td>
<td>Two 40-minute lessons in the S1 fine tuning class x 28 weeks</td>
<td><strong>$474,600</strong></td>
<td>Sep 2011 – May 2012</td>
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<tr>
<td> RPP lessons (training one S3 class reading tutors and conducting Reading Pals activities in the S1 fine tuning class)</td>
<td>Two 40-minute lessons in one S3 class x 28 weeks</td>
<td>Sep 2011 – May 2012</td>
<td></td>
</tr>
<tr>
<td> School-based PBRP and RPP Resource Packages for S1 and S3 respectively</td>
<td>Buying resources, salaries of the substitute teacher and the teaching assistant (weekly PBRP and RPP collaborative lesson planning meetings, curriculum design, PBRP and RPP lesson and evaluation meetings)</td>
<td>Aug 2011 – May 2012</td>
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<tr>
<td> School-based PBRP and RPP Instructional Manuals for S1 and S3 English Language teachers</td>
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<td>(3) LAC (Year 2)</td>
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<tr>
<td> LAC lessons (S2 English Language lessons and EMI subjects lessons on the target language items and structures)</td>
<td>15 English Language lessons and 15 EMI subjects lessons in four S2 classes</td>
<td><strong>$481,400</strong></td>
<td>Sep 2012 – May 2013</td>
</tr>
<tr>
<td> School-based LAC Resource Package for S2 English Language teachers and S2 EMI subject teachers</td>
<td>salaries of the substitute teachers and the teaching assistant (collaborative lesson planning meetings, curriculum design, LAC lessons and evaluation meetings)</td>
<td>Sep 2012 – June 2013</td>
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