

Lingnan Secondary School
School-based Medium of Instruction Plan 2022/2023

1. Our vision

To provide an education that responds in a planned way to the demand for English-medium education and enables students to use the language in their studies and in their future career.

2. Introduction

This Plan sets out the ambition of the school where English-medium education is an integral part of the education infrastructure. We would like to ensure that our plan makes it possible for our learners to acquire a wider range of language skills. This will enable them to use the language in their further studies and in the workplace. We would like to see a system which is responsive to the demand for English-medium provision.

Our vision of English-medium education is a long-term agenda. A key focus of the Plan is on supporting learners to achieve fluency in English during junior secondary education. The aims of the Plan are:

- to provide more able students with opportunities to enhance their English proficiency;
- to provide our students with more opportunities to be exposed to and use English at junior levels in order to boost their confidence and proficiency in English.

3. Implementation strategy

3.1 School-based Medium of Instruction Plan for junior forms

- Teaching and Learning Mathematics through English

Extended learning activities (ELA) in English are conducted in Mathematics lessons. Some lesson time is allocated to go through in English the concepts and contents that have been taught in Chinese.

- Teaching and Learning Integrated Science through English

English terms commonly used in Science are taught for all classes. If appropriate, individual modules or themes are taught in English, depending on the students' English ability in individual classes.

3.2 Teachers' capability and readiness to teach through English

The school has ensured that all teachers delivering lessons in English at all levels have met the requirement of English proficiency.

3.3 Choice of subjects being taught through English

Mathematics and Integrated Science are selected as the target subjects for the Plan as we believe the language involved in science subjects is comparatively less complicated than other arts and humanities subjects.

4. School-based support

4.1 Whole School Support

The following measures are taken in support of English learning:

- Students are required to read English materials during the morning reading session once a cycle. Reading comprehension worksheets are designed to facilitate reading. English teachers are assigned to some classes to lead discussion and run reading activities.
- Teachers are encouraged to take part in relevant training programmes run by universities and the Education Bureau.

4.2 Departmental support

English Department

With the funding of the Capacity Enhancement Grant, Project WeCan, Community-based Project and our school sponsoring body, the English Department has implemented the following strategies to create and maintain a sustainable English-rich environment.

- English remedial courses for all levels are provided.
- English enhancement courses are offered to more able students to stretch their potential.
- Phonics courses are arranged for S1 and S2.
- Students are encouraged to participate in the Speech Festival and a wide variety of English activities such as English Day Camp, Kids4Kids Powered by Youth Forum, drama workshops, student seminars on social issues and web conferences with Blackstone volunteers.
- A team of English Ambassadors has been set up to promote English activities through various channels e.g, Campus TV episodes and display boards and to make presentations on various interesting topics during assemblies.
- Students are encouraged to visit English Library in G10 which is open during

recess and after school.

- English Club meetings are held every other Friday.
- NET is available in the English Corner after school.
- An English book fair is held to promote a culture of reading. Books from various genres including teenage novels, social sciences as well as science, technology, engineering and maths (STEM) will be on display. Students will be encouraged to visit the fair with their English teachers in order to choose books suitable for themselves.
- English print books, ebooks, and audiobooks will be purchased and utilized in the classroom.

On top of the on-going strategies mentioned above, some more key initiatives will be implemented as follows.

- S1 Jockey Club ‘Diversity at Schools’ Project - Differentiated Instruction
English classes always consist of diverse learners. It is not uncommon to find a class of S1 newcomers comprises of students of above-average ability and students who struggle to follow teachers’ instructions in the classroom.

When dealing with learner diversity, one common strategy is to assign different tasks to students. More able students benefit from dealing with challenging learning tasks. For less able students, one strategy is to first boost their confidence in the language, then gradually have their skills developed by engaging them with achievable tasks which may also require higher-order thinking.

We assume that student motivation in learning English would enhance. A variety of learning and teaching materials will be designed to train students’ higher-order thinking. Various differentiated instruction strategies will be adopted in the classroom. Students are expected play an active role in the learning process. The goal is that every student in the classroom have the opportunity to acquire the knowledge and skills needed to succeed.

- Lightsail e-reading Platform
To promote a culture of online reading, the school will continue to subscribe to Lightsail, a e-reading platform for all F.1 students. This is a strategic way to keep up with the latest demand for English language

education. Many of our students are equipped with strong IT skills so they could choose their books and read at their pace. It is believed that e-reading facilitates our students' acquisition of language skills while listening to the audio version of ebooks and completing related comprehension exercises.

- S2 Beach Clean-up

a beach clean-up is an activity geared towards collecting rubbish from our beaches. Students offer their time to collect garbage along the shores, creating a safe environment for people and marine lives.

While cleaning the beach is the main objective, the beach clean-up also offer our students an opportunity to glean into the current state of the beach. It is hoped that our students will take proactive steps to stem the tide of pollution.

- S3 Theatre and Language Programme

As in previous years, S3 students will take part in a theatre and language learning programme provided by The Absolutely Fabulous Theatre Connection (AFTEC). The programme comprises of a pre-show workshop, education materials, an interactive English theatre performance with a native-speaking cast and drama classes called "Creative Box". All the components create effective and meaningful learning experiences in a professional theatre setting for our students.

- S4 Student Seminar on Guide Dogs

A seminar on guide dogs will be arranged for S4 students to understand the work of the Hong Kong Guide Dogs Association (HKGDA) and find out how this charity has assisted the visually impaired lead a better life with the help of guide dogs. After attending the seminars, students will give presentations on various issues around the topic. Moreover, it is a good chance for students to learn the rules of etiquette for interacting with the visually impaired and their guide dogs.

- English in a Minute

To establish an English rich environment, each S1-S4 class will take turns to share fun facts and hot tips about language learning on Mondays and Thursdays during the morning announcement period. We hope that

students' interest in the language will be aroused while being trained to be good announcers and oral presenters.

- DSE i-Learner

F.5 and F.6 students prefer relevant, mobile, self-paced content. This need could be fulfilled with the online learning platform on which students will be able to learn at their own comfort and requirement. Students can choose to revise specific and relevant areas of learning materials without focusing on each and every area. Another skill that students can develop when using the e-learning platform is self-motivation. In an online environment, students can develop proper time management skills and keep themselves motivated to complete tasks.

- Language Display around the Campus

Another strategy to enhance the language rich environment is to display language around the campus. One main advantage of the display is that students learn more easily with visual aids which constantly remind students of the correct language they should use.

- Recruitment of Native English Tutors

To further enrich the English environment on campus and increase exposure of students to the language, additional native English tutors have been recruited. Working hand in hand with our NET, the English tutors are required to carry out the following duties.

1. Train English Ambassadors to make announcements as well as share experiences and promote English activities during Day 3 and 5 hall assemblies.
2. Prepare students for the Hong Kong Schools Speech Festival.
3. Conduct English activities after school
4. Organise English Week programmes and activities.
5. Be English Club co-moderators.
6. Manage display boards in and outside English Corner.
7. Publish the annual English newsletter.
8. Proofread school's English language documents.
9. Compose / Edit scripts for press releases, speeches at the graduation ceremony, etc.

5. Evaluation

We recognise that some of the measures will take some time to come to fruition, so the school will carry out an annual review of the whole-school language policy and student performance will be analyzed.

The Principal will conduct lesson observations throughout the academic year to monitor the implementation of the Plan. The Education Bureau will schedule focus inspections to help the school review the effectiveness of the MOI arrangements.