



## *TWGHs S. C. Gaw Memorial College*

# **Focus Inspection Report on the Use of English as the Medium of Instruction at the Junior Secondary Level 2011**





## 1. Inspection Methodology

- The focus inspection was conducted on 24, 26 and 27 (a.m.) January 2011 to help the school review the effectiveness of its medium of instruction (MOI) arrangements for SI in the 2010/11 school year. Below is a summary of the arrangements :

English is used as the MOI for Integrated Science (IS) and Integrated Humanities (IH).

### 一. 視學方法

- 為了幫助學校檢視2010/11學年中一級教學語言的效能，重點視學隊 伍於2011年1月24日、26日及27日(上午)到校對以採用英語為教學語言的綜合科學科 (IS) 及綜合人文科 (IH)進行重點視學。





**The inspection team used the following methods to review the effectiveness of the above arrangements:**

- Observation of lessons taught by 6 teachers, including 4 Integrated Science lessons and 2 Integrated Humanities lessons;
  - Observation of various school activities including morning assemblies, Scrabble Competition and English Day Stall Games;
  - Meetings and interviews with the Principal, a Vice Principal, teachers overseeing the school-based MOI arrangements, members of the school Improvement Team, panel chairs of subjects for which English is used as the MOI at S 1, subject teachers concerned and a group of randomly selected S1 students’
  - Study of related documents and information provided by the school; and
  - Study of samples of students' work and assessment papers.
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- 視學隊採用以下的方法檢視學校在中一級的教學語言效能：
    - 觀察6位老師的課堂，當中包括4位任教綜合科學科及2位任教綜合人文科；
    - 觀察不同的學校活動，包括早會、英文拼字比賽及英文日的攤位遊戲；
    - 與校長、副校長、負責統籌校本教學語言的老師、中一級採用英語為教學語言的科目的科主任及科任老師，以及一些隨機挑選的中一學生面談；
    - 審視學校所提供的文件及相關資料；
    - 審視學生課業及測考試卷樣本







- The inspection findings presented in this report were derived from the corporate judgement of the inspection team based on the information collected through the above methods.
- 視學報告由視學隊伍根據上述的方法及所收集的資料撰寫而成。





## 2. Planning, Implementation and Evaluation of the School-based MOI Arrangements

- While still at its initiation stage, the whole-school language policy properly covers the promotion of the use of English and Chinese (including Putonghua), and has been formulated with due consideration to the school context, student readiness and teachers' capability. There is a consensus among teachers that students should be helped to learn some science and humanities subjects in English in their senior secondary level. Accordingly, the school has decided on English to be used as the M01 for 1S and IH in S 1. With the new Principal taking office in the current school year, fresh impetus and expertise in curriculum development and language education have been brought into play in the planning process. As a result, teachers concerned, including members of the School Improvement Team (SIT), have devoted renewed attention to the planning, implementation and evaluation of the school-based MOI arrangements.

### 二. 校本教學語言安排的策劃、執行與評估

- 開展之初，學校因應校情、學生的能力及教師的專業，以提升兩文三語（中文、英文及普通話）為全校的語文政策。教師已達致共識，認為應幫助學生在高中時以英語學習科學科及綜合人文科。因此，學校決定在中一級的綜合科學科及綜合人文科兩個科目改以英語作為教學語言。新校長於本學年接任，她在課程發展及語文教育的專業知識，能為策劃課程時帶來新的思維及動力。與此同時，學校關注組（SIT）及有關教師都加倍關注校本語言策劃、執行與評估的工作。





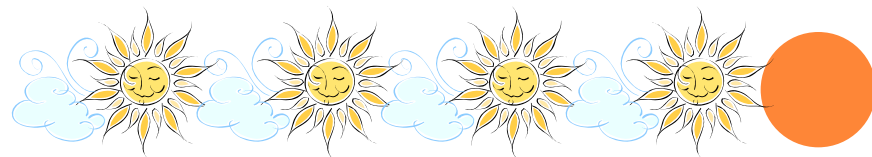
- The school has in this academic year formulated a Language Across the Curriculum framework, in which teachers have identified such student language needs as vocabulary, pronunciation, and spelling at the word level. The framework is comprehensive, covering such aspects as pronunciation, vocabulary, writing across the curriculum, and the incorporation of higher order thinking questions in assignments and assessments. The planning process has benefited questions the input of experienced teachers, and the Principal's previous experience in language education, school evaluation and leadership. With the SIT meeting on a weekly basis, teacher involvement and the quality of discussion in the decision making process have been enhanced. Taking difficulties encountered in the past few years into consideration, the school has rightly decided to adopt the principle of progressive implementation. For its next step, the school needs to continue to involve teachers in capacity building, and to support them in collaborating more for effective implementation. The current implementation target for its school-based MOI arrangements is rather too broad. To promote a sense of achievement among both students and teachers, the school could conduct shorter-term evaluation of implementation targets focusing on specific learning outcomes, such as vocabulary building and pronunciation with phonics skills applied.
- 學校於本年建立跨學科英文課程的框架結構，當中教師著眼於學生英語層面上的需要，如：詞彙、讀音及串字方面的認知。框架結構全面，能概括到讀音、詞彙、跨課程的寫作，以及高階思維的課業與評估。整個計劃有賴於富經驗的老師協助，以及校長過往在英語教育、學校評估與領導方面的經驗。此外，學校關注小組每星期的恆常會議，提升了教師在決策過程時的投入感及討論的質量。考慮到過往幾年所遇到的困難，學校決定在推行語文政策時採用循序漸進的原則。此外，為更有效推行計劃，學校下一步須持續推動老師提升教學效能，支援老師進行更多的協作教學。現時的校本教學語言目標可能定得較為宏大，難以一蹴即就，因此學校宜對特定的學習成果作出較短期的評估，例如詞彙累積及應用拼音技巧等，以提升學生及老師的成功感。







- In line with the approach adopted in the draft Interdisciplinary Plan, teachers should be continuously engaged in developing a school-based curriculum where curriculum, pedagogy and assessment practices are better aligned around student learning outcomes. These practices should also address the increased learner diversity as a result of using English as the MOI. In this direction, there could be more cross-curricular sharing and collaboration for developing students' skills of vocabulary building, reading to learn, and writing of subject- specific text types.
- 根據跨學科的計劃初稿所採用的方法，老師宜繼續發展校本課程，使課程、教學法及評核方法能與學生的學習成果配合。這些方法亦請關注因採用英語為教學語言而導致學習差異增加的問題。在此情況下，學校可進行更多的跨學科分享及協作以發展學生累積詞彙、從閱讀中學習、及撰寫不同科目的文章的能力。





- Heads and teachers concerned of subject panels using English as the MOI have demonstrated readiness to conduct ongoing review, mainly with the use of test and examination results. Individual teachers have responded quickly to findings from test results, for example, by modifying the setting of the subsequent assessment papers. At present, panel heads do not have a good grasp of classroom practice, including that of S1 classes. To make continuous improvement to learning and teaching, and to facilitate sharing of good practice, lesson observation should be conducted more regularly, both to allow panel heads to strengthen curriculum leadership and monitoring, and to encourage professional sharing among teachers.
- 以英語為教學語言的科組領導及科任老師均準備以測考成績結果作為持續檢討教學語言成效的方法。個別老師能對學生測考的成績作出即時回饋，例如對隨後的評估試卷作出調節。現階段，各科主任對各課堂 (包括中一級) 的施教方法仍在探索中，為持續提升學與教及發展教學經驗分享，學校可進行定期觀課，讓科主任加強課程的領導及監察，及鼓勵老師相互的專業交流。







## 3. Learning and Teaching

### 3.1 Curriculum and Assessment

- Teachers have adapted the IS and IH curriculum for S1 with careful considerations and with the key elements covered. In the process, views have been sought from teachers teaching S2 and above, to consider articulation between the junior and senior school curriculum. Tailoring is made to avoid repetitive coverage in different subjects or during different activities. Trimming and re-sequencing are made with consideration given to the level of difficulty. To improve student learning, teachers may pay more attention to promoting extensive reading of subject-related material.

## 三. 學與教

### 3.1 課程與評估



- 教師認真編排中一級綜合科學科及綜合人文科課程，內容能涵蓋學科重點。編排課程時考慮了中二或以上級別老師的意見，並且兼顧到初中與高中級的課程銜接。課程經剪裁以避免與其他科目或教學活動重複，亦會因應課程的難度作出刪減及重新編排教學次序。為加強學生學習，教師可大力推動學生廣泛閱讀與學科有關的材料。



- Worksheets are generally carefully prepared by teachers, and in some of them due attention has been given to developing students' specific language skills, for example, the writing skills for explanation and making comparison. There is a reasonable range of assignment types for IH. For IS, more supplement assignments can be assigned, especially those that address students' language support needs. Marking is generally carefully done, and followed by students' corrections, but teachers could direct more students' attention to language accuracy, such as spelling and grammatical errors .
- 學科工作紙設計細緻及具心思，部份工作紙更著意發展學生的英語技巧，例如：解釋及比較時所需的寫作技巧。綜合人文科的課業種類恰當。至於綜合科學科則可增加補充課業數量，特別是一些可幫助學生學習英語的課業。教師用心批改課業，認真跟進學生的改正，如可多關注學生英語運用時的準確性，如英文串字及文法上的錯誤則更佳。





- The coverage of skills and knowledge in assessment papers is adequate. The rubrics and instructions are written in language that matches the ability of beginning S 1 students. Student learning needs and abilities have been identified from assessment results, and necessary adjustment has been made to the teaching plans and subsequent assessment. For example, the level of difficulty of the first set of tests in the current school year was too high, and timely adjustment has been made in the following examination.
- 評估試卷能考核有關的學科知識及技巧。評分準則及試卷指引的用詞切合中一學生的能力。從評估結果中，可清楚見到學生的學習需要及能力，教師便能在教學計劃及隨後的評估作出調適。例如：第一次測驗試卷程度較深，隨後的學期考試已能作相關的修訂。







## 3.2 Support Measures

- The school has been thoughtful in producing school-based packages for providing bridging support for meeting the learning needs of S 1 students. The 'Secondary One EMI Student Handbook' has been prepared for SI students to use during the summer holiday. Covering such areas as classroom language, dictionary skills and some content subject knowledge, it provides useful material to prepare students for learning IS and IH in English. A 'Language Across the Curriculum Learning Kit' has been prepared for students' use in September to cover essential subject-related knowledge and skills of IS and IH.

## 3.2 支援措施



- 為照顧中一學生的學習需要並提供銜接支援，學校在設計校本學習配套方面花了不少心思。暑假期間，中一學生均獲發一本「中一英文授課學生手冊」，內容涵蓋教室語言、查字典技巧和一些學科相關知識等有用材料，從而裝備他們以英語學習綜合科學和綜合人文科。九月，校方為學生設計了一份「語文跨科學習套」，協助他們掌握和綜合科學科、綜合人文科相關的必須知識及技巧。



- The school actively supports teachers' capacity building, and teachers using English as the MOI have been encouraged to undertake relevant training Teachers' professional development activities, some of which are led by the Principal, have been stepped up, and supported with school-based material and a clear focus on enhancing learning and teaching. Though limited in scale, cross-curricular collaboration has taken place between English teachers and 4 teachers of IS and IH, on the teaching of vocabulary and pronunciation. Useful external resources, including those from the Education Bureau's school based support services, have been tapped in the past few year to help teachers, mainly of IH, in curriculum development and in enhancing sharing through collaborative lesson planning and peer lesson observation. In this regard, the school could explore ways to capitalise on strategies and practices which have been developed through the external support and encourage teachers to share their learning and classroom practice with colleagues.
- 學校主動支援教師提升其個人能力，並鼓勵須用英語作為授課語言的教師參加相關培訓。教師專業發展活動(部份由校長帶領)明顯加強，有關活動並輔以校本材料，對促進學與教方面均有清晰的焦點。英文科、綜合科學科和綜合人文科的教師已進行了小規模的跨科協作工作，例如在教授生字和讀音兩方面。在過去數年，校方引入一些有用的校外資源，包括教育局的校本支援服務，以協助教師優化課程發展，並促進共同備課和同儕觀課等分享活動。就此而言，學校更可進一步善用在這方面已發展的策略和實踐經驗，以鼓勵教師和其他同事分享學習和課堂實踐方面的心得。





- Teachers have made conscientious efforts in enhancing the English-rich environment through print display and organising a range of activities. This has increased students' exposure to the use of English on campus, by teachers as well as students. The Native English-speaking Teacher is very helpful and ready to take up a more active role in strengthening the school's English-rich environment. The school is also aware of the need for improved facilities and enriched resources, e.g. the English Comer, and the stock of English library books and online resources to support student learning. The English learning environment could be further improved if the print display and activities could engage students' interaction or responses more, thus connecting them more strongly to classroom learning and teaching.



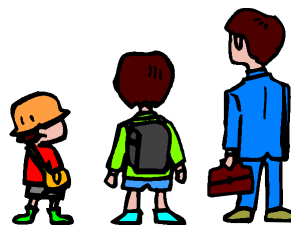
- 教師們透過展示印刷品和組織一系列的活動，努力促進校內的英語語境，而這亦增加了學生在校園內接觸英語的機會。外籍英語教師很稱職，並願意在在加強校內英語語境方面扮演更積極的角色。校方亦意識到有需要改善校內的資源和設備，例如英文角、圖書館內的英文庫存和網上資源等，以支援學生學習。如果上述的印刷品展示和活動可配合學生的互動反應，並從而聯繫課堂上的學與教，校內的英文學習環境當可有更大的進步空間。





### 3.3 Classroom Learning and Teaching

- Students have a positive attitude to learning, are generally attentive and on task, as well as able to follow instructions in English. They are willing to use English to respond to teachers' questions, using simple, mainly single-word answers. Most students, however, tend to use Cantonese with fellow students, including during group work. Opportunities for students to use English in class should be increased.



### 3.3 課堂學與教

- 學生均持正面的學習態度，普遍專注於課堂工作，並能遵照英語指示。他們都願意以英語回應教師的提問，一般以簡單英語和單字回答。然而，大部份學生則傾向於分組活動時與其他同學以中文進行溝通，學生在課堂上應用英語的機會仍有待增加。



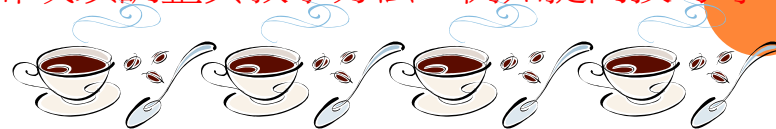


- Teachers are friendly and supportive. Their presentation is clear, and explanation often assisted with visual aids (such as models) and gestures. Where necessary, teachers make use of rephrasing and well-selected daily life examples to facilitate students' understanding of the subject content. Lesson focus is generally clear, and activities are well-sequenced. Most teachers let students know the topics of the lesson, and recapitulate the main points before it finishes. The learning objectives, however, could be more specific, to help focus students' attention.
- 教師表現友善，並提供很好的支援。他們在課堂上表達清晰，解說時經常輔以視像或身體語言。有需要的時候，教師會改變用詞及悉心選擇一些日常生活的例子，以協助學生更易掌握有關的學習內容。課堂的焦點大致清晰，堂上的活動安排有序，大部份教師能夠讓學生認識課堂主題，並於課堂結束前總結有關重點。如教師能更加突顯學習目的，便可以協助學生更加專注於有關焦點。





- Questions are quite frequently asked, and individual teachers use a greater variety of questions, including probing ones, to encourage students to think and make comparison. Teachers generally use praise to encourage students to respond, although there could be more specific feedback to enable them to rephrase or improve their answers. On the whole, teachers should do more to gauge students' learning progress in class, and encourage students to seek help from teachers when in need. Some teachers who used to teach senior form classes have been deployed to teach S1 this year. In some cases, these teachers need to adjust their teaching method, including questioning techniques, to address the learning needs of S1 students.
- 教師於課堂上經常提問，個別老師更能夠使用多元化的問題，當中包括一些探究式的問題，以鼓勵學生思考和進行比較。教師普遍能適當讚賞學生，以鼓勵他們積極回應，當然更多針對性的回饋會更有效提升學生們的答問表現。總括而言，教師宜多估計學生在課堂上的學習進度，鼓勵他們在有需要時尋求老師的協助。部份一向任教高中的教師於本學年才被安排任教中一，這些教師或須調整其教學方法，例如提問技巧等，以切合中一學生的學習需要。







- Teaching material and worksheets are usually prepared by teachers, with some drawing on teachers' collaborative planning. In these, teachers demonstrate awareness of the need to address students' learning of both subject content and language. The language used is suited to the ability of students at the beginning of Key Stage 3. A range of activities is often conducted, including hands-on activities, which are able to encourage the participation of most students. Group work is usually arranged, and students are used to grouping arrangements. Students are often given oral presentation tasks, but sometimes there are too many repeated presentations, and not enough teacher feedback to help students improve their learning. Students need to be given more specific tasks so that they could pay more attention to classmates' presentations, and to be more systematically trained in presentation skills. Group tasks can be better designed to allow students to use the target language (e.g. vocabulary) in context, and more pre-task guidance and clearer instructions could be given to enable them to use the language for promoting peer interaction, such as through sharing of group roles or tasks.



- 教師一般都準備好相關的教學材料和工作紙，而部份材料是源於教師間的協作計劃。從教材中不難看到教師已意識到要關注學生學習學科內容和語言的需要。上述材料所使用的語文，亦切合剛進入第三學習階段的學生能力。課堂上經常進行一系列的活動，當中包括一些需要學生親自動手參與的活動，因此有效鼓勵大部份學生參與其中。課堂上又經常進行小組學習，而學生亦習慣有關分組安排。學生經常要進行口頭匯報等工作，但有時卻出現重複匯報的情況，教師宜提供更多回饋以協助學生改善學習。此外，分組匯報時，教師宜安排學生一個特定的工作，這樣他們會更留心聆聽同學的匯報，並可在表達技巧方面得到更有系統的訓練。小組任務的設計時最好能讓學生嘗試在語境中運用一些已定下的英語學習目標，如詞彙，並在活動前給予學生更多的指引和清晰的指示，這樣便可引發學生運用英語互動交流，例如小組角色或任務分享等。



- In line with the school's emphasis on teaching vocabulary, students are asked to read aloud subject-related vocabulary to learn their pronunciation. While choral reading of vocabulary items can increase students' participation, it should be supplemented with other means to check the learning progress of less active students. As some students are ready to take notes of vocabulary learnt in class, teachers could design and assign tools and tasks to help students with vocabulary building skills and strategies.
- 為配合學校強調教授英語詞彙的方針，學生需要朗讀和學科相關的詞彙，從而學習有關讀音，這種集體朗讀的方式雖能加強學生的參與，但可輔以其他方法來檢視一些稍欠主動的學生的學習進度。有見部份學生把課堂上所學生字寫成筆記，教師不妨設計一些工具或任務來協助學生掌握詞彙累積的技巧和策略。







## 4. Way Forward

- The whole-school language policy of TWGH S.C. Gaw Memorial College has been formulated with due consideration given to the school context, student readiness and teachers' capability. Under the guidance of the new Principal, more attention has been paid to the planning, implementation and evaluation of the school-based MOI arrangements. Teachers share the goal of preparing students to learn science and humanities subjects in English in their senior secondary level. The newly formulated Language Across the Curriculum framework has facilitated useful discussion among teachers and some cross-curricular collaboration. For subjects adopting English as the MOI, the curriculum and teaching material have been suitably adapted for meeting students' learning needs. Good efforts have been made in producing school-based packages for supporting the learning needs of SI students. Teachers are ready to make use of evaluation findings to modify their curriculum and assessment practices. Activities for school-based professional development have been stepped up for teachers, with a sharper focus on enhancing learning and teaching. Conscientious efforts are being made to enhance the English-rich environment. Students have a positive attitude to learning in English, and teachers' presentation and explanation are generally clear.



## 4. 前路

- 東華三院吳祥川紀念中學的全校語文政策在制定前已充分考慮學校的背景、學生的準備情況和教師的能力。在新任校長的領導下，校方更關注校本授課語言安排的計劃、執行和評估，而教師均以學生能夠於高中階段使用英語學習科學和人文學科為共同目標。在新制定的跨學科語文架構的推動下，教師之間進行了很多有意義的跨科協作討論。所有使用英語為授課語言的學科，其課程設計和教學材料均切合學生的學習需要，亦投入了很大的努力來製作校本教材套以支援中一學生。教師們已準備就緒，將會運用評估結果來調適課程內容和評估學生的方法。校方為教師而設的校本專業發展活動已進一步加強，並聚焦於學與教方面。而為增強校內的英語語境，校方也盡了很大的努力。至於學生對以英語學習一事均抱持正面態度，教師以英語表達和解釋亦大致清晰。





- For continuous improvement of the implementation of its school-based MOI arrangements, the school could pay attention to the following issues :

To capitalise on the thoughtful bridging and support resources provided to S1 students, teachers need to increase opportunities for students to use English for communicative purposes in class. Teachers could ask a greater variety of questions, and provide more feedback to enable students to improve, for example, their oral presentation skills. Group tasks could also be designed to promote peer interaction, with more pre-task guidance, to encourage use of the target language in context.

- 為持續改善校本授課語言政策的實踐和規劃，學校須注意下列事項：

要有效利用種種提供予中一學生的銜接和支援措施，教師宜給予學生更多在課堂上運用英語溝通的機會。教師的提問可以更多元化，並給予多些回饋，以令學生提升能力，例如口語表達能力。在設計小組學習活動方面，須加強課前的指導、推動同儕之間的互動交流和鼓勵學生在課堂中使用一些目標詞彙。





- While both teachers and students have a positive attitude to the use of English as the MOI, there are clear challenges ahead. Progressive implementation of the MOI arrangements should be supported by more regular lesson observation to facilitate sharing of good practice, and to strengthen curriculum leadership and monitoring. More specific implementation targets on learning outcomes, such as vocabulary building strategies and application of phonics skills, could be formulated and evaluated, so as to promote an incremental sense of achievement among both students and teachers.
- 在使用英語為授課語言方面，即使師生皆持正面態度，眼前仍然充滿挑戰。為有序實現英語為授課語言，可增加定期觀課以達致教學經驗分享，及強化課程領導和監察。學校宜制定和評估更多關於學習成果的特定目標，諸如累積詞彙技巧和策略、拼音技巧的應用等，以加強師生間的成就感。





- Successful use of English as the MOI requires meeting students' learning needs of both content subjects and the required language skills. For this, teachers should continue to be engaged and supported in capacity building through school-based professional development, and sharing and collaboration within and across subjects.
- 若要成功使用英語為授課語言，必須同時照顧學生在學科內容和所需語言技巧這兩方面的學習需要。就此而言，教師須持續參與校本專業發展活動和跨科協作分享，以提升其個人能力。







~End~

