Pilot EMI Focus Inspection
Brief summary of Oral Report (12.11.2010)

General Comments

1. HTYC started EMI preparation long ago and it is valid that the school is now focusing on overall learning and performance. Exam results and students' readiness to use English have been clear indicators of good harvests of the prevailing conjoint efforts.

2. Both teachers and students are clearly capable of EMI learning and teaching. Students were serious and interested in the observed lessons, and teachers had clear logical delivery, and were ready to clarify, explain, rephrase, etc. so as to address different student needs.

3. It is encouraging to see that only after about two months, the new S.1 students have become more confident in and capable of EMI learning. Students are ready to learn with English not being a barrier in the process.

Observations of the team:

1. **Planning-Implementation-Evaluation Mechanism**
   a) School is conscious of the need to monitor of effectiveness of EMI learning and teaching. Students performances were discussed, public exam results were reviewed, and whole school language policy had been set.
   b) Starting long time ago, concerns and efforts for the establishment of EMI learning and teaching had been recognized. Hence, professional sharing and development with respect to classroom learning and teaching, in particular EMI L&T, has been promoted. Actions were taken prior to any fine-tuning policies.
   c) There is clear progress in the schools' strategies for students' learning. Concerns over students' learning now are more of a broader scope, with concerted efforts for igniting motivation to learn, stretching students' potentials, enriching students' learning experiences, and catering for the needs of gifted students.

2. **Quality of Learning & Teaching**
   a) Good learning and teaching on the whole, with all lessons observed being smoothly conducted, and good effort in lesson designs recognized.
   b) Students were serious with their classroom learning and assignments.
   c) Students were capable of EMI learning, and were interested in the lessons, with non-existence of Cantonese.
   d) Teachers were clearly capable of EMI teaching. In the lessons observed, teachers had clear logical delivery, were ready to explain and elaborate, rephrase, clarify, and simplify.

e) Teachers had taken into consideration, in classroom teaching, in assignments, in test setting, etc. the needs of the students, and adjustments in this respect had been launched.

f) Taken into account that students have only had two months' of learning in HTYC, they have shown encouraging improvement in their confidence and readiness for EMI learning, though some of them had had difficulties at the start. Collaboration between teachers and students has clear results.

g) At departmental levels, there are clear concerns over students' diverse abilities and their needs for progressive adaptation: good adaptation in curriculum, progressive language input (words, phrases, sentences, etc.), designs in teaching materials, trimming of content, etc. There are also simple and clear rubrics for assessments, linguistic adjustments in assignments, and employment of computer software --- all these enable students to perform with English NOT being a barrier in the process.

3. **Support Measures**

a) There are a lot of supportive measures, including split classes, summer bridging programme, S.1 English Bridge Programme, etc. The plan to lengthen the summer bridging programme was recognized.

b) Teachers have taken into considerations the diverse needs of students at classroom learning level and at departmental planning level.

c) Professional sharing on classroom teaching, in particular on EMI teaching, is valued and practiced among teachers.

d) It is understood that there are a lot of learning activities to enrich the EMI learning experiences of the students, including the English Week, students' sharing, morning assembly arrangements, morning reading, etc.

4. **Suggestions**

a) With students ready for EMI learning, they can be encouraged to express their opinions more freely. Questioning can aim at eliciting more open responses. Students can be encouraged to think more academically and critically, and more sophisticated interactions can be expected with students engaged in free language discourses. Questioning can go beyond factual checking of understanding.

b) There can be systematic progress of language development through EMI teaching, from, for example, vocabulary, to phrases, to sentences, and to texts. Strategic planning for this stepwise progress can be set to evaluate for effectiveness.

c) There can be cross-department or cross-KLA collaboration over students' EMI development addressing various language items. For example, vocabulary building can be achieved not separately in different subjects; instead, we can consider a common pool of items and encourage transfers in

the learning process. While teachers show growing awareness over students' language needs, there can be a stronger shared awareness over language errors.

Ideas shared in the meeting:

1. <u>HTYC started implementing EMI L&T long time ago, with high-profiled strategies and measures.</u> At this stage, there was very close monitoring of students' learning effectiveness, with intensive professional development programmes for teachers, survey for students, etc. <u>Currently, school objectives are to maintain and enrich a good learning environment, to stretch students' potential for higher achievements.</u> While students' language proficiencies are still our concerns, MOI is not a separate focus for school efforts and we (school level or departmental level) do not consider it necessary to set separate plans, implementation strategies, or evaluation tools for MOI issues.

2. HTYC has taken up a <u>very careful and prudent approach towards students' learning, working a lot on coordination of teaching and learning activities.</u> While all teachers, and in all EMI lessons, encourage students to express and to use English, students are expected to learn step by step through teachers' guidance. Modeling effect from students' sharing (like book sharing and experience sharing in the morning assemblies) is highlighted to motivate participation and aspirations. At the same time, students are strongly encouraged to share, communicate, present, discuss and initiate ideas in the lessons or on various occasions, e.g. English Week, Academic Week, oral trainings, etc. <u>Pedagogically, teachers will carefully consider students' needs to adjust the language inputs and the language demands.</u> In this respect, question-and-answer techniques will be adjusted accordingly, from factual questions to open questions, and to more high-order thinking questions.

3. <u>The school is closely monitoring students' progress</u> through review of public exam results and regular observations, not only on EMI effectiveness, but on all subjects and overall learning outcomes.

4. The inspection team suggested that more English reading materials are necessary at the Library. Principal explained that <u>Library should take the role a Resources Centre to facilitate collection and dissemination of information, and to motivate individual or collaborative learning.</u> Reading materials certainly include books, but online materials are abundant and would not be limited by the physical environment of the Library. Indeed, plans have been made on Library renovation in the mentioned direction.

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Principal 13.11.2010