ENGLISH BRIDGING PROGRAMME

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Secondary School

Background

- Since 1998, the school has adopted CMI for junior forms. The school is considering switching to EMI for all subjects in Secondary 4 onwards.
- This switch from a strong first language (Chinese) to a relative weak second language (English) as the tool of learning makes a different set of language demand on learners.

- If the demand is not met effectively and appropriately, what suffer will not only be language development, but also academic achievement.

Objectives

- The programme aims at preparing our students for switching from using Chinese to English as a tool of learning other content subjects in Secondary Four.

Teaching Focus

- Reading skills
- Note-taking skills
- Word knowledge
- Learning strategies
- Vocabulary for academic purpose

Theories

- Krashen's comprehensible input

- Swain's 'output' theory

The Programme covers

- **Section One** - Managing concept learning in English
- **Section Two** - Managing the spoken discourse (listening and speaking skills)
- **Section Three** - Managing the written discourse (reading and writing)
- **Section Four** - Managing the grammar of English

Lesson Allocation

Level	Term	Lesson Per Cycle
S2	1 and 2	1 (40 minutes)
S3	1 and 2	2 (80 minutes)

Assessment

- Daily assessment: class performance, exercises & quizzes

- Term test: reading & writing skills

Academic Support

- Being a partner in a DTN project with Island Munsang College, we have the academic support from Dr. Chun, assistant professor of the Faculty of Education of Chinese University of Hong Kong

Evaluation

- By Dr Chun K.W. of CUHK

- pre-test & post-test

Difficulties encountered

- **Content-based or language-based?**
- **Amount of time?**
- **Assessment?**
- **Team-teaching?**
- **Teaching approach?**

Question and answer session