

Consultation Paper
on

Developing a *Supplementary Guide to the
Chinese Language Curriculum
for Non-Chinese Speaking Students*

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Preamble

Hong Kong is the southern gateway of China. For ages, local Chinese and foreign residents have thrived alongside each other. The society has been cherishing with prosperity and a remarkable convergence of Chinese and western cultures. According to the 2006 Population By-census, more than 340,000 people of different ethnic minority origins are living in Hong Kong. About half of them can speak Cantonese, but some of them cannot communicate in Chinese. Non-Chinese speaking (NCS) students studying in local schools need to adapt gradually to using Chinese in communication and learning.

Ethnic minorities are arriving in Hong Kong at different times. They form an integral part of the Hong Kong population and have unquestionable contributions to the development of Hong Kong. It is our wish that ethnic minorities would integrate smoothly into the Hong Kong society. We hope that NCS students would, like their Chinese-speaking counterparts, be able to pursue lifelong learning and whole-person development, to stretch their potential to the full, and to be well prepared for further studies and careers.

The language education policy of Hong Kong is to promote students' language proficiency, making them *biliterate* (in Chinese and English) and *trilingual* (in Cantonese, Putonghua and English). The Chinese Language curriculum designed by the Curriculum Development Council (CDC) of Hong Kong provides a flexible and robust curriculum framework that is applicable to all Primary and Secondary school students. Based on this central Chinese Language curriculum, schools should adapt their own curriculum to cater for the diversified learning needs of their students. 91% of Hong Kong citizens generally speak Cantonese. Cantonese and traditional Chinese characters are being used in most Chinese lessons in Primary and Secondary schools. Hence, it is in the interest of NCS students that they learn both Cantonese and traditional Chinese characters for better integration into the Hong Kong society.

At present, there are rich study findings on learning English as a second language. However, the learning of Chinese by NCS students is a new development. As such, there are many issues calling for exploration, including education factors such as the mother tongue of NCS students, and non-education factors such as enrolment situation, parents' attitude and school resources. Since not many developed theories could be taken for reference, we have compared different languages with linguistic analysis, commissioned experts for empirical studies on students' standards, learning difficulties, learning materials, and investigated experiences of Chinese-speaking territories like Mainland China, Taiwan, Singapore and especially Hong Kong. Based on the above, especially our own experiences, we propose some curriculum approaches for schools' reference as follows –

Approach I - Immersion in Chinese Lessons: It is suitable for students who arrive in Hong Kong before teenage and have had early contact with Chinese

Language, as well as for schools with a rich Chinese language environment on campus. This approach is to integrate different ethnicities in harmony, provide peer assistance, merge different cultures, and provide focused remedial teaching outside lessons.

Approach II - Bridging / Transition: It is suitable for students who arrive in Hong Kong at teenage and have late contact with Chinese language. This approach is to arrange intensive studies for NCS students in Chinese language for a relatively short period until their standards are adequate for studying Chinese Language alongside other students of the school.

Approach III - Learning as a Second Language: It is suitable for students who are returnees or transient residents. This approach is to put emphasis on the function of communication, focus the learning on daily-life application and allow for selected narrower learning and lower achievements.

Approach IV – Integrated Use of the Above Approaches: If a school has a large intake of NCS students with diversified backgrounds, different family expectations and demands, it may be necessary for the school to develop more than one of the above approaches for integrated employment in suiting the different needs, wills and aspirations of NCS students.

The above suggestions are our preliminary thinking and the highlights of this consultation. Comments and suggestions from different sectors, especially education, are much welcome. It is strongly believed that these comments and suggestions would be most helpful to the development of the *Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students*.

Comments and suggestions on this paper may be sent, on or before 22 March 2008, to

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Chapter I - Introduction

1.1 Purpose

In helping Hong Kong students to build a solid foundation in languages, enhancing their qualities and competitiveness, the Curriculum Development Council (CDC) recommended that all local students should learn the Chinese Language. For long, Chinese Language has been a core subject in local schools. Following the launching of the 334 New Senior Secondary (NSS) academic system in 2009, all students will be provided with a six-year secondary education. Catering for needs in the 21st Century, the NSS system further enables students to engage in whole-person development, promotes their language (Chinese and English) proficiency and prepares them more adequately for further studies and careers. Thus, in the NSS curriculum, CDC recommends Chinese Language to be one of the core subjects.

The Chinese Language curriculum, as designed by CDC, is targeted at all Primary and Secondary school students of Hong Kong. As an enabling tool, Chinese language is fundamental in Key Learning Areas, facilitating the learning of other knowledge disciplines. The key mission of Chinese Language Education is enabling students to enhance language proficiency, to master the norms of written Chinese, to speak fluent Cantonese and Putonghua, to appreciate the beauty between the lines, to nurture interest in language learning, to develop higher order thinking skills and competence, as well as to nurture a sense of aesthetics and culture so as to perfect their personality and achieve whole person development.

The purpose of developing the *Supplementary Guide to Chinese Language Curriculum (Non-Chinese Speaking Students)* is to supplement principles, strategies and recommendations for implementing the Chinese Language curriculum in schools in the learning context of NCS students, under a common CDC curriculum framework. This supplementary guide should be read together with a series of curriculum documents, including “*Chinese Language Education Key Learning Area Curriculum Guide (Primary 1 to Secondary 3) (2002)*”, “*Chinese Language Curriculum Guide (Primary 1 to Primary 6) (2004)*”, “*Chinese Language Curriculum Guide (Junior Secondary and Senior Secondary) (2001)*” and “*Chinese Language Curriculum and Assessment Guide (Secondary 4 to Secondary 6) (2007)*”. It is envisaged that this supplementary guide would promote the effectiveness of Chinese Language learning of NCS students in Hong Kong.

NCS students, together with their Chinese-speaking counterparts, are masters of the future Hong Kong society. Schools should offer their best in helping NCS students to learn the Chinese language effectively, eventually enabling them to integrate smoothly into the community, and preparing them for building Hong Kong’s future.

1.2 Background

In recent years, there are more deliberations on the issue of ‘Chinese language learning of Hong Kong NCS students’. The issue has also been put on the agenda of the Legislative Council Education Panel. After extensive discussions, there is a wide consensus that the Chinese Language curriculum designed by the CDC provides a flexible and robust curriculum framework that is applicable to all Primary and Secondary school students, regardless of whether their mother tongue is Chinese or not. But for helping local schools and teachers to facilitate NCS students’ Chinese Language learning more effectively, the CDC will prepare the *Supplementary Guide to Chinese Language Curriculum (Non-Chinese Speaking Students)* under the common Chinese Language curriculum framework.

1.2.1 Non-Chinese Speaking (NCS) Students in Hong Kong

Hong Kong is an international metropolitan. We have to pool together talents from all over the world for fostering sustainable development. Hong Kong citizens of all ethnicities are valuable human resources. It is in line with our policy to help ethnic minority residents merge into the society and lead a harmonious life. All children at school age, including those of ethnic minorities, are entitled to receiving free education in public sector schools from Primary to Secondary levels.

According to the latest school enrolment statistics, there are about 9,700 NCS students in Hong Kong. The largest ethnic group is that of Pakistanis, followed by Filipinos, Nepalese and Indians. The remaining groups include Whites, Thais, Vietnamese, Japanese and Indonesians.

Among Hong Kong NCS students, Urdu, English, Nepali, Tagalog and Hindi are the five most spoken languages at home. Each of the remaining other languages is spoken at home by less than 100 students.

1.2.2 The Language Education Policy of Hong Kong

The language education policy of Hong Kong is to promote students’ language proficiency, making them *biliterate* (in Chinese and English) and *trilingual* (in Cantonese, Putonghua and English).

In the *1997 Policy Address*, the Chief Executive reiterated our goal for “secondary school graduates to be proficient in writing English and Chinese and able to communicate confidently in Cantonese, English and Putonghua.” In 2003, the Standing Committee on Language Education and Research (SCOLAR) recommended in its report on *Action Plan to Raise Language Standards in Hong Kong* that the policy of “*biliteracy and trilingualism*” on language education should apply to students from Primary 1 to Secondary 6.

Currently, apart from the Chinese Language curricula in public-sector schools, more than 50 private schools also provide curricula of different jurisdictions, including the USA, Australia, Canada, France, Germany, Japan, Korea and Singapore. Students could choose to follow the *Biliterate and Trilingual* language

education, or learn other languages such as French, German, Hindi and Urdu.

In adopting the medium of instruction (MOI), schools have different approaches. Most local schools adopt Chinese language as MOI. For newly arrived NCS students, this might affect their learning progress. But for NCS students who have learnt Chinese at childhood, Chinese language learning is by no means difficult. No matter which MOI (Chinese or English) schools might adopt, we encourage NCS students to learn Chinese language for understanding local culture, integrating into the community and enriching the quality of life.

In most Hong Kong schools, students would learn to write traditional Chinese characters at the start. Cantonese is most widely used in Chinese lessons and the community as a whole. This is the reality of the language environment in the Hong Kong society. For better integration into the community and effective communication with others, it is in the interest of NCS students to learn first Cantonese and traditional Chinese characters. Building on their mastery of Cantonese and traditional Chinese characters, NCS students would be able to communicate with more people and read more extensively should they choose to extend their learning to Putonghua and simplified Chinese characters.

Chapter II – The Chinese Language and Chinese Language Learning

Among various languages commonly-used around the world, the Chinese language has its own characteristics. To learn Chinese language effectively, it is necessary to understand these linguistic characteristics first.

2.1 Characteristics of the Chinese Language

2.1.1 Linguistic Characteristics of Modern Chinese Language

Hanyu (漢語), usually called Chinese language in Hong Kong, belongs to the Sinitic branch of the Sino-Tibetan Family. In comparison with other languages, the major characteristics of modern Chinese language are as follows –

(1) Basically Using Monosyllabic Characters

Chinese characters are the written symbol of the Chinese language. Generally, a Chinese character represents a syllable and carries a certain meaning. For example, “水” (water), “人” (human), “狗” (dog). However, not every character can be used independently. In modern Chinese, some of the characters must be used together with other characters and form compound words, such as “習” (study) in “學習” (learn + study) and “擊” (strike) in “攻擊” (strike + attack). There are also some characters that only have their meanings when grouped in words of two or more characters, such as “葡萄” (grape), “蜻蜓” (dragonfly).

(2) Tonal

Chinese language is tonal. Putonghua has four tones, while Cantonese is generally thought to have nine tones. The same syllable, pronounced with different tones, will become different words and have different meanings. For example, “剛” [gong1] is different from “港” [gong2] while “文” [man4] is different from “問” [man6].

(3) Less Morphological Changes

For example, nouns do not change according to gender or quantity. A book is “書”, a few books are also “書”. Verbs do not need to change to match the subject. For example, the verb “去” (go) in “我去” (I go) and “他去” (he go) is totally the same. However, Chinese verbs have tenses, such as “吃了飯” (“eat perfective rice” for “finish taking a meal”) “吃着飯” (“eat continuous rice” for “taking a meal”) and “吃過飯” (“eat experiential rice” for “have taken a meal”).

(4) Subject-verb-object Order

The basic order of modern Chinese language is “subject-verb-object” (SVO). For example, we will say “我坐車” (I sit car), but not “我車坐” (I car sit) and “車坐我” (car sit I).

(5) Use of Classifiers Obligatory

In modern Chinese language, the use of classifier between a numeral and a noun is obligatory. For example, we will say “三隻貓” (three classifier cats) instead of “三貓” (three cats).

(6) The Modifier Placed Before the Modified

In modern Chinese, the modifier is to be placed before the modified. For example, we will say “慢慢喝” (slowly drink) instead of “喝慢慢” (drink slowly); “A red flower” is “一朵紅花” (a classifier red flower), but not “一朵花紅” (a classifier flower red).

(7) Only Single Consonants Tolerated

Both in Cantonese or Putonghua, there are only single consonants. For example, in the initials of the two syllables “打破” [daa2] [po3], there are single consonants [d-] [p-] respectively. There are no consonant clusters like [br-] in “break” in English. Transcriptions like [sh], [ch], [ng] in *Hanyu Pinyin* all represent single consonants.

Among the major usual languages of NCS students in Hong Kong, Urdu, Nepali and Hindi belong to the Indo-Iran branch of the Indo-European Family, English belongs to the Germanic branch of the same family, while Tagalog belongs to the Indonesian branch of the Austroneasian family. The above languages and modern Chinese language are compared as follows –

Language	Basically using monosyllabic characters	Tonal	Less morphological changes	SVO order	Use of classifiers/ measures obligatory	Modifier placed before the modified	Only single consonant tolerated
Modern Chinese	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Urdu	No	No	No	No	No	Yes	No
English	No	No	No	Yes	No	Yes	No
Nepali	No	No	No	No	No	Yes	No
Tagalog	No	No	No	Yes	No	No	No
Hindi	No	No	No	No	No	Yes	No

Table 1 - Comprehensive comparison between modern Chinese language and usual languages of Hong Kong NCS students

The usual languages of Hong Kong NCS students listed above do not have the characteristics of modern Chinese like “basically using monosyllabic characters”, “tonal”, “less morphological changes”, “use of classifiers obligatory” and “only single consonants tolerated”. On the other hand, only English and Tagalog are following the SVO word order like Chinese. In Urdu, English, Nepali and Hindi, modifiers are placed before the modified. Affected by their usual languages, NCS students may have habitual errors in the process of learning Chinese. These errors might constitute aspects of learning difficulty.

2.1.2 The Spoken Language of Chinese

China is a multi-language and multi-dialect country, where *Hanyu* (Putonghua) is the common language among the Chinese nationality. Putonghua is the standardized modern Chinese language, based on the northern dialects, with the Beijing phonological system as its norm of pronunciation, and the modern *baihua* (vernacular literary language) classics as its norm of grammar.

General speaking, there are seven major dialect groups in China, namely, *Beifanghua* (the northern dialect or Mandarin), *Wu*, *Yue* (Cantonese), *Xiang*, *Min*, *Kejia* (Hakka) and *Gan*. The *Yue* dialect is usually called Cantonese in Hong Kong. As the common dialect of the Hong Kong society, Cantonese is widely used in different community aspects such as politics, economy, education, the media and daily life. In the language, it has preserved quite a number of monosyllabic words in classical Chinese such as “行” (walk), “食” (eat), “醒” (smart). Popular Hong Kong Cantonese has also absorbed lots of foreign loanwords, such as “士多” (store), “巴士” (bus), “布霖” (plum). As for phonology, it is generally thought that Cantonese has nine tones. The same syllable pronounced with different tones will become different characters.

There is a predominantly Cantonese language environment in Hong Kong. The majority of schools uses Cantonese in Chinese lessons. This is beneficial to NCS students’ learning of Chinese language. NCS students may also take the Putonghua subject in the curriculum to learn Putonghua.

2.1.3 The Chinese Script

Written Chinese is represented by Chinese characters. A character is formed into a square by strokes and components. This is entirely different from scripts with words spelled out by alphabets. Therefore Chinese characters are often called “square characters”.

Two systems of Chinese characters have been developed, the traditional and simplified Chinese characters. The majority of Hong Kong citizens and the media are using traditional Chinese characters. Besides, traditional Chinese characters are mainly used in Macau, Taiwan and overseas Chinese communities. Simplified Chinese characters are the norm of Chinese scripts in Mainland China, with *Jianhuazi Zongbiao* (General Lists of Simplified Characters) announced in 1986 as standard. Besides, simplified Chinese characters are also used in countries like Singapore and Malaysia.

2.2 Features of Chinese Language Learning

2.2.1 Learning Chinese as the Mother Language

From the perspective of language acquisition, the learning of a mother tongue is not an isolated process. Language embodies rich cultural contents as well as thinking and living habits. Children's mother tongue acquisition takes place simultaneously with the learning of social culture and the norms of conduct. Knowledge accumulates through rich language input over a long period of time in a natural linguistic environment. There is not a linear order in the learning process. Linguistic development is almost simultaneous with the development of thinking.

People with Chinese as mother tongue have grown up in a rich Chinese language environment. They can naturally absorb the Chinese language in terms of characters, pronunciation, grammar, thinking and expression habits. Although the phonologic function of Chinese characters is indirect, the relationship between pronunciation and the graphemes is very close for native speakers. During childhood, they have already been very familiar with Chinese pronunciation in daily listening and speaking. When they proceed to learn to recognise characters, the focus will be mainly on linking up graphemes, pronunciations and meanings of the characters.

When learning Chinese as a mother language, students would strike a balance between different functions such as communication, application, deliberation and creation, and enhance overall competency of language and culture through extensive reading.

2.2.2 Learning Chinese as a Second Language

(1) Characteristics of Second Language Learning

Second language learning usually starts after the children have grasped their mother tongue. Relatively speaking, after the maturation stage, vocal organs and relevant muscles, the cerebrum and relevant nervous systems are already mature. The lower adaptation capability of the vocal system would make native pronunciation more difficult. In addition, there is usually a decline in imitation and memorisation ability, together with a stronger sense of ego and self-esteem. Their learning initiative may be lower than that in the early childhood. However, they would have stronger abilities in inductive and conclusive inference.

In most cases, second language learning constructs the language through actual usage more independently than mother language learning. This is a process of continuous analogy, logical analysis, reconstruction of the learner's language and knowledge structure. However, in practice, there are proof on that the influence of the mother language habits on second language learning is not one-to-one mapping. In which there are some other factors such as the language structure, attitude, motive, ability and age.

In most cases, there are different stages of second language acquisition, a silent language absorption period, imitation or language repetition stage, structure

and meaning simplification stage, and the complete sentence mastery stage.

(2) **Difficulties of Learning Chinese as a Second Language**

- **Graphemes of Chinese Characters**

To learn an alphabetic language, students may start with alphabets and use them as the basis of spelling. However, learning Chinese is entirely different. In general, NCS students do not have Chinese characters' concepts of strokes, stroke order and components. They may easily see Chinese characters as individual pictures. Of some characters, the printed form may differ from the handwritten form, which requires careful recognition to differentiate.

- **Tones**

Chinese language is tonal. To learn Chinese language, it is important for NCS students to master the vocabulary in different tones, such as the syllables [dong1] and [dong3], pronounced in different tones, representing different morphemes of “東” (east) and “凍” (cold) respectively.

- **Vocabulary**

Chinese characters are individual “squares”. Independent characters form different words and phrases. Sentences may be written horizontally or vertically. When NCS students recognise characters in a chain one by one, it may be difficult for them to judge which two or three characters should be segmented into wordings with independent meanings.

In Chinese language, some lexicons may have different forms in spoken and written languages. For example, we say “的” (adjectival marker) but write it as “的” (adjectival marker); we say “搭車” (take the car) but write it as “乘車” (take the car) or “坐車” (take the car); we say “攞” (take), but write it as “拿” (take) or “取” (take) according to the situation; we say “執起” (pick up) but write it as “拾起” (pick up) or “撿起” (pick up). Some wordings containing classical elements often appear in modern Chinese, such as “相思” (lovers miss each other), “骨肉” (flesh and blood), “草木皆兵” (every bush and tree looks like an enemy soldier). Some wordings possess commendatory or derogative sense, such as “成果” (commendatory), “結果” (neutral), “後果” (derogative). Some wordings are metaphorical, such as “快過打針” (as quick as an injection), “巾幗” (woman's headdress), “馬騮” (monkey). Due to the cultural sense of these wordings, it usually requires a thinking process before NCS students could comprehend and use them in context.

- **Classifier**

There are a rich abundance of classifiers in Chinese language. When learning Chinese language, NCS students have to master a certain amount of classifiers such as “個”, “隻”, “對”, “雙” in order to communicate with others effectively and accurately.

- **Word Order**

Students usually speaking Hindi, Urdu and Nepali need to pay special attention to the subject-verb-object word order. As for students usually speaking Tagalog, they need to pay special attention to the Chinese word order of “Modifier placed before the modified”.

Chapter III – Experiences of Chinese Language Learning for Non-Chinese Speaking Students

Besides Hong Kong, territories that use Chinese language as the major language around the world, such as Mainland China, Macau, Taiwan and Singapore etc., are experienced in Chinese language learning among NCS learners. As such, they provide a good source of references. The experiences of teaching Chinese as a second language in Mainland China, Taiwan and Singapore are analysed below in terms of language policy, learning arrangement and teaching strategy.

3.1 Experiences in Mainland China

3.1.1 Background

Mainland China is a multi-language and multi-ethnicity country. *Hanyu* (Chinese Language) is the common national language. Among the 55 ethnic minorities, 53 have their own languages and use 28 scripts. In the ethnic minority regions, bilingual education of ethnic languages and *Hanyu* is practiced in primary and secondary schools.

The surge in comprehensive national power of China results in more frequent political, economic and cultural exchanges between China and countries around the world. There is an increased demand in learning Chinese as a Second Language in the global context. In recent years, teaching Chinese as a Second Language has been on the rise and a lot of experiences in teaching and research have been accumulated.

3.1.2 Experiences

In Mainland China, many studies have been conducted on *Hanyu* (Chinese Language) learning for ethnic minorities and learning Chinese as a Second Language. For example, the Office of Chinese Language Council International has conducted a study on “漢語能力標準研究”, the Institute of Applied Linguistics, Ministry of Education studied “第二語言群”, which includes researches on Chinese language (Chinese characters writing) of overseas students and Chinese language learning in ethnic minority regions. The Chinese Language International Research Centre conducted research on language policy in different countries. Through these different researches, the characteristics of learning *Hanyu* by NCS learners who speak different languages can be understood, which contribute directly to carrying out researches and developing related theories and effective teaching pedagogies. Much of the experience is a good source of teaching references for Hong Kong, especially in terms of pedagogy. Some teaching principles and strategies are briefly outlined as follows.

(1) Teaching Principles

According to the experiences in Mainland China, there are guiding principles of Chinese Language teaching for NCS students as follows –

- **Peer learning:** Peers have the greatest influences on students in language learning. In the process of language learning, some hold that peer influence came first, teacher influence came second.
- **Learn from practice:** It is important for students to practice Chinese Language continually, and acquire other knowledge by using Chinese Language in order to adjust their thinking and language habits through practice.
- **Learning from childhood:** The younger the students, the less influenced they are by their mother tongue in language learning. Thus it is easier to master the different tones, various syntactic characteristics and Chinese characters at an early age.
- **Learning modes:** Various learning modes are selected for the different development needs of students in preparing for their future. (For example NCS students may study alongside Chinese-speaking students through immersion, those undergoing the bridging/ transition programme can switch to the immersion mode after a certain period of time, some others may be learning Chinese as a second language etc.)

(2) Teaching Strategies

- **Listen and speak first, then read and write:** Listening and speaking is the first step in language communication, which facilitates students in grasping spoken Chinese communication skills and accumulation of language sense for a solid foundation leading to further development of reading and writing skills.
- **Learn basic Chinese characters first:** Basic Chinese characters include two levels, the first being the most common and necessary characters used in daily life. These characters are frequently used and hence are good for memory and effective communication. The second level has to do with characters that are versatile in building words. These kind of characters are mostly non-composite graphemes like “口”(mouth), “木”(wood), “日”(sun). Learning these characters can help students draw inference and enrich their vocabularies.
- **Develop independent learning skills:** Students should be guided to learn the basic knowledge of Chinese language, such as grammar, vocabulary and phonetic transcription etc., which allows them to apply what they have learnt, use reference books flexibly and construct their knowledge by inference.
- **Emphasise cultural content:** Chinese language contains rich cultural

content which NCS students will find interesting. In teaching Chinese language, the cultural content of the language should be emphasised. It makes learning more meaningful.

- **Solve problems in grammar:** Chinese grammar such as word order poses learning difficulties among NCS students. Assistance should be provided for students in teaching to prevent students from being affected by the grammatical habit of their mother tongue in Chinese language learning.

For examination, the *Hanyu Shuiping Kaoshi* (HSK) assesses proficiency of students learning Chinese as a Second Language. The *Minzu Hanyu Shuiping Kaoshi* (MHK) is developed from HSK, and is currently on its trial stage.

3.2 Experiences in Taiwan

3.2.1 Background

Taiwan is a multi-language society. Mandarin, Southern *Min*, Hakka, about 10 Austronesian languages and some foreign languages co-exist in the Taiwan society. The majority of Taiwanese is able to communicate in their mother tongue, Mandarin or even other languages.

3.2.2 Experiences

For Chinese language learning by NCS students, there are a number of organisations (e.g. universities) that offer specific courses. Students may join the Chinese Proficiency Test (CPT) in accordance with their own needs. Such non-governmental language teaching courses organised according to the market condition usually makes flexible use of resources and can cater for the needs of NCS students of different language backgrounds. Hence, these courses are more flexible in programme design, pedagogy and selection of teaching materials.

3.3 Experiences in Singapore

3.3.1 Background

Besides Chinese, Malaysians and Indians, there are also students of other ethnicities coming from Thailand, Korea, Indonesia and Myanmar. In Singapore, although Chinese is one of the 4 official languages, English is the common language. People of different nationalities use English to communicate.

As for the language education policy for primary and secondary schools, Singapore adopts a bilingual policy. All students are required to learn the first language (English) and their mother tongue. The government provides mother tongue teaching of Chinese, Malay and Tamil. Students may learn the third language in secondary school and Chinese is one of the alternatives, which is called “Chinese Special Programme”.

3.3.2 Experiences

The Chinese curriculum for primary and secondary schools in Singapore is a mother tongue curriculum, among which the curriculum for primary schools uses a thematic approach. The curriculum is divided into two parts. The first part is the core curriculum, which accounts for 70-80% and is mandatory to all the students. The remaining 20-30% is divided into 3 modules in order to assist students with different abilities and needs. These comprise the Bridging Curriculum, the School-based Curriculum and the Enhanced Curriculum. The flexible design of the curriculum looks after different students' needs. Take the Bridging Curriculum as an example: all students are required to study their mother tongue with the Government providing only Chinese, Malay and Tamil. If none of the languages are the students' mother tongue and they choose Chinese for mother tongue learning, the Bridging Curriculum module will be of great importance to them.

In 2006, the Chinese Special Programme for secondary schools was implemented. To solve the problems of resource shortage in individual schools and students' needs in learning Chinese as a third language, the Government encourages secondary schools with more abundant resources to be the regional centres for the Chinese Special Programme and students from other schools are gathered to attend classes there. Students are generally arranged to have classes after school twice a week and 1 hour for each class.

Students may choose different examinations and exits such as GCE "O" Level, GCE "A" Level or "Chinese B" Chinese language test in accordance with their various needs.

3.4 The International Scene

The great progress of development in China has offered her greater influences internationally and Chinese language learning has become a global trend. The number of students who learn Chinese as a second language around the world increases continuously. As announced by relevant government agencies, up to 2005, the number of Chinese language learners in the world has exceeded 30 million. Primary and secondary schools or universities in more than 100 countries organise Chinese language courses. There are more than 200 Confucius Institutes around the world, which reflects that Chinese language learning has become an international fad.

NCS students who live in Hong Kong should grasp the chance and make good use of the rich Chinese learning environment in Hong Kong to learn the language well, so as to build a solid foundation in enhancing their competitiveness and future development.

3.5 The Situation of Chinese Language Learning for NCS Students in Hong Kong Schools

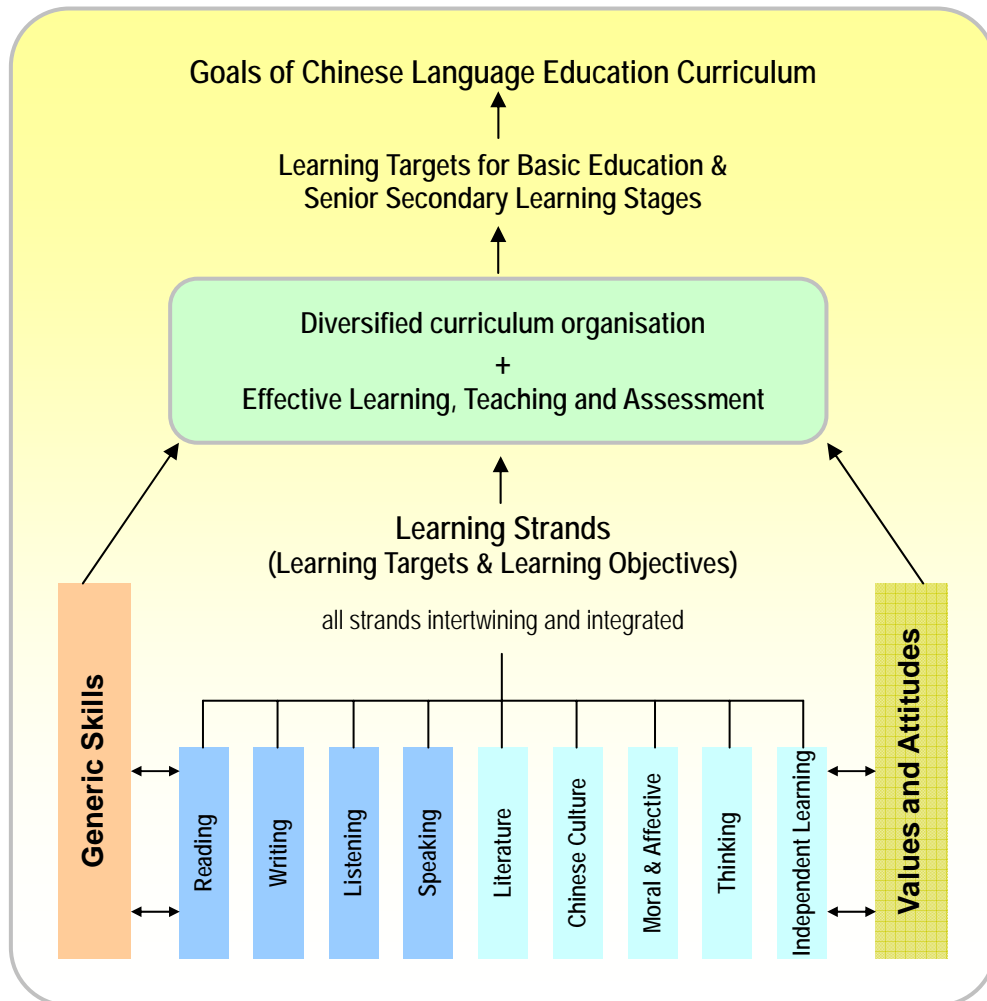
3.5.1 The Chinese Language Education Curriculum Framework and School Experiences

The Chinese Language curriculum designed by the CDC of Hong Kong provides a flexible and robust curriculum framework for schools to adapt their own school-based curriculum in accordance with students' talents and intelligence, in order to cater for the comprehensive and personalised development of the students, facilitating them in building a good foundation in Chinese language.

(1) Chinese Language Education KLA Curriculum Framework

The central curriculum framework is an overarching framework for schools to plan and organise their own curriculum, founded on fundamental and connected concepts within major fields of knowledge which should be acquired by all students at different stages of education. It provides a context for the development and application of generic skills, positive values and attitudes. This curriculum framework is flexible and robust enough for schools and teachers to design the curriculum into different modes, catering for the diversified needs of students. The curriculum framework is composed of the three interconnected components of *Key Learning Areas (KLAs), Generic Skills and Values and Attitudes*.

The learning contents of the Chinese Language Education KLA include nine learning strands of *Reading, Writing, Listening, Speaking, Literature, Chinese Culture, Moral and Affective, Thinking and Independent Learning*. Diagrammatic representation of the Chinese Language Education KLA curriculum framework is as follows –



Generic skills are fundamental to learning. They are commonly developed through the context of eight KLAs of the central curriculum, duly emphasising the mastery of knowledge, construction of new knowledge and the application of knowledge for solving problems. Among the nine generic skills identified across the school curriculum, schools are encouraged to develop students' communication skills, creativity and critical thinking skills as a start. As the nature of knowledge context differs across KLAs, the emphasis of each generic skill in each KLA may be different. In the Chinese Language Education KLA, students' communication, collaboration and study skills are developed mainly through reading, writing, listening and speaking, while creativity, critical thinking skills and problem-solving skills are developed mainly through thinking.

Values are explicit or implicit belief-systems that students should develop for guiding their conduct and decision-making, while **attitudes** are personal dispositions towards particular tasks. The two are mutually related. In Chinese language education, the development of positive values and attitudes through nurturing moral and affective dimensions, learning of literature as well as Chinese culture has long been emphasised.

(2) Existing Practical Experiences in Schools

The above design of the curriculum framework is flexible for schools to adapt appropriately. Schools may adopt teaching contents and materials in accordance with students' knowledge of Chinese, their personal needs, interests and abilities.

Here are some common practices:

- **School Administrative Arrangement**

In order to allow the NCS students and other local students to enjoy equal opportunities in education and mastery in learning Chinese Language, some schools may have corresponding administrative arrangements. For example, schools may arrange classes according to students' abilities to cater for their various needs in learning. (Refer to Appendix II in Chinese) In addition, there are schools adopting the approach of immersion to arrange NCS students to study alongside other local students. It is hoped that NCS students can learn Chinese more effectively in the rich language environment. The strategy is to scatter NCS students in different classes for more interaction with other local students and more opportunities to speak Cantonese.

To cater for NCS students with different starting points, some schools organise character recognition classes before and after school for NCS students, focusing on the learning of characters to enhance their learning effectiveness. The teaching point of these classes is to focus on the recognition and reading of characters, writing of words and application of words. For the learning of word shape, teachers design interesting activities for students to master the strokes of Chinese characters and improve their learning motives. (Refer to Appendix III

in Chinese) In addition, there are also schools that arrange NCS students into a group in Chinese lessons and design lesson content according to those students' learning difficulties to achieve better learning focuses.

Some NCS students receive education in Hong Kong intermittently or have late contact with Chinese. To help these students adapt to society earlier and cope with the need in daily life, some schools design a communication-based basic Chinese curriculum. If NCS students reach the standard of Chinese language skills set by the schools, they may be promoted to the higher-proficiency classes.

- **Appropriate Curriculum**

The starting point of NCS students in Chinese language learning is different from that of other local students. To help NCS students to integrate into the school promptly, learn Chinese well and adapt to living in Hong Kong, there are schools designing special curricula for students. (Refer to Appendix II in Chinese)

For example, some schools develop an overall curriculum plan to assist NCS students in integrating into society, seeking employment or furthering their studies. The content of teaching materials is thus practical - traditional Chinese characters reading and writing, Cantonese listening and speaking. In the curriculum, students are graded according to their Chinese proficiency levels. The different levels of learning are interlocking and progress seamlessly along a continuum.

Some schools provide a curriculum that allows students of different levels to have different access points of learning in order to solve the problem of diversified learning progress. Students can study the language through easy steps and gradually advance to the regular Chinese curriculum.

Nowadays, many schools make use of textbooks as the learning materials, complemented with various teaching materials that include visual or audio materials, television programmes, newspaper cuttings etc. Also, appropriate school-based teaching materials are designed for students' needs. Quite a number of Chinese teachers suggest that teaching materials should cover different cultures and should focus on the development of students' independent learning skills.

- **Teaching Strategies**

To satisfy the varied needs of NCS students, schools adopt diversified Chinese Language teaching strategies such as the use of grammatical knowledge, cultural comparison, television programmes, Canto-pop songs etc. Some teachers take a student-centred approach and make good use of various teaching strategies such as communication-based

orientation or a series of thematic activities etc. Teachers also make effective use of peer learning. To cater for the varied needs of NCS students, some schools organise small group teaching and arrange NCS students to study alongside with other local students. By adopting this study mode, other local students may act as interpreters for NCS students, and can assist their classmates in adapting to the study modes of Chinese lessons.

Schools' practical experiences are rich and colourful, and can be summarised into the following three modes –

Modes	School administrative arrangement	Appropriate curriculum	Teaching Strategies
Immersion in Chinese Lessons	Arrange NCS students to study alongside other local students, organise classes on character recognition before and after school	Curriculum adaptation to cater for students' need	Peer learning and small group teaching
Bridging / Transition	Arrange bridging or transition curriculum for NCS students who cannot immerse in Chinese language lessons immediately	Design curriculum or teaching materials specially for NCS students	Subdivide learning contents for students to help them construct knowledge step by step
Learning as a Second Language	Organise curriculum for learning Chinese as a second language	Design teaching materials for character learning	Help students to learn Chinese by making use of grammatical knowledge

Table 2 - Hong Kong schools' practical experiences in teaching NCS students Chinese Language

3.5.2 Successful Cases and Attainment of Chinese Language Learning for NCS Students

From the practical experiences of schools above, successful factors are summarised below:

(1) Immersed Learning: Enhance NCS Students' Skills in Listening, Speaking, Reading and Writing

NCS students' immersed learning and participation in activities together with other local students are obviously helpful to the development of their listening and speaking skills. As reflected by the experience of some schools, some NCS students are able to adapt to Chinese lessons after more than half a year of immersed learning, and can answer questions in Chinese.

In the initial stage of Chinese language learning, NCS students can mainly write simple sentences. Through immersed learning together with other local students and peer learning, NCS students will greatly enrich their vocabularies, and gradually increase the number of words in writing. For example, two NCS students (one from Venezuela and the other from Pakistan) who could neither speak Cantonese nor recognise Chinese characters were enrolled in the same school. After learning Chinese for a year, they were both able to write fluent and orderly compositions of about 100 words for the part on "writing with pictures and vocabularies provided" in the mid-term examination.

(2) Linguistic Environment: More Effective Chinese Language Learning for NCS Students

When sharing front-line teaching experiences, many teachers of NCS students pointed out that the use of varied and appropriate teaching strategies and the creation of a linguistic environment for Chinese language learning are beneficial to the enhancement of NCS students' interest and motivation in Chinese language learning. When students adapt to the linguistic environment, they will voice their opinions more actively and answer teachers' questions enthusiastically. After lessons, NCS students usually borrow books from the library actively and join Chinese calligraphy competitions and recitation contests, making use of what they have learnt from lessons to learn Chinese in a flexible manner.

(3) Continuous Assessment: Timely Quality Feedback for NCS Students

Through formative and summative assessments, teachers can adjust their teaching strategies according to NCS students' needs at different stages, in order to allow continuous improvement among NCS students in learning Chinese Language. As shown in the assessment result, some NCS students, having learnt Chinese for seven months, have obviously increased their vocabulary and attained the expected learning outcome.

3.5.3 Major Concerns of Chinese Language Learning for NCS Students

(1) Learning aspiration

Hong Kong is a city where Chinese and foreign residents thrive alongside each other. Other than working in Hong Kong, some ethnic minorities also decide to stay and receive education here. This greatly increases their demand for education. To integrate into the life in Hong Kong, ethnic minorities have to learn Chinese in order to communicate effectively with local people, enhance their competitiveness and to become part of Hong Kong. Hence, for the sake of more opportunities for further study and career, some parents of NCS students who do not know Chinese language are willing to let their children study in schools where local curricula are provided, and they hope that their children can master Chinese language.

(2) Education Opportunity

In the past, NCS students in Hong Kong mainly studied in "Designated Schools" that enrolled NCS students. Since 2004, in accordance with the primary one and secondary one allocation system, NCS students may also opt to choose general local schools apart from "Designated Schools". In addition, the Education Bureau encourages parents of NCS students to arrange for their children to study in local kindergartens and provide students with ample opportunities for Chinese language at an earlier stage.

(3) Pace of Learning

Since NCS students have come to Hong Kong at different times, they may be different from local students in terms of education background and age. As a result, when local schools enroll older NCS students, they may not be able to attend the same grade with classmates of the same age. They may be arranged to attend lower grade classes to adapt to the Chinese curriculum step by step and learn to communicate with others by using Cantonese and Chinese characters.

(4) Appropriateness of Curriculum

The reason for ethnic minorities opting to let their children study in local school is to provide a local education for their children in order to help them adapt to the Hong Kong society as soon as possible. Hence, it is appropriate for NCS students and other local students to take the same Chinese language curriculum. However, targeting at the different backgrounds and progress rates of Chinese language learning among NCS students, schools need to take corresponding measures in terms of curriculum and teaching to tackle practical problems in curriculum planning and class teaching. For example, from the curriculum perspective, NCS students may not be able to follow the progress of general Chinese lessons; from the teaching and learning perspective, the structure of Chinese characters may be too complicated for NCS students while the differences between spoken and written Chinese may add more difficulties to their learning.

(5) Examinations and Exits

In some NCS students' view, general assessments and examinations are relatively difficult. Some Secondary 5 NCS students even think that their language proficiency is not good enough to sit for the Chinese Language public examination. Although other than the Hong Kong Certificate of Education Examination (HKCEE), the Hong Kong Examinations and Assessment Authority (HKEAA) also provides opportunities for them to apply for other overseas examinations, some students are still worried that their failure in obtaining relevant qualifications may eventually affect their competitiveness and future career.

(6) Diversified Ethnicity and Culture

NCS students coming from Pakistan, the Philippines, Nepal and India have different religions, cuisines and costumes. When they learn Chinese language, there will be different learning progress rates and ethnic needs. For example:

- **Religions**

Pakistanis are usually Islamic, Filipinos usually Catholic. Nepalese usually believe in Buddhism or Hinduism while Indians in Hinduism or

Sikhism. In the design of teaching topics or classroom activities, teachers are reminded to pay attention to the sensitive topics related to religion in order to avoid unnecessary misunderstanding. Moreover, language requires continuous learning and any cessation will affect the learning results. Since there are different practices for different religions, some NCS students may have to go back to their homeland to join religious activities on certain designated dates. It is inevitable that their progress may be affected if they miss the learning of Chinese language for a period of time.

- **Cuisines**

Teachers are reminded to heed students' different cuisines in designing teaching topics, selecting learning materials and arranging for co-curricular activities or outings. For example, Pakistanis mainly eat food حلال [ha laal] as permitted in the Koran, such as चपाती [cha paa tee], curry, but not to eat pork or drink alcohol. Filipinos have no particular restriction over meals. Nepalese mainly eat rice, curry and दाल [daal], together with اچار [a chaar]. The eating habit of Indians is similar to Nepalese. They mainly eat rice, curry, दाल and चपाती but do not eat beef.

- **Costumes**

Pakistanis, Indians and Nepalese have their own unique national costumes, while Filipinos wear fashionable clothing. Teachers are reminded to pay extra attention to students' emotion and to take care of students' need when differences between cultures are involved in the process of teaching.

(7) **Family Support**

Similar to the case of local students, the social economic status of NCS students in Hong Kong varies greatly. Some NCS students may encounter more learning difficulties as their parents have long working hours and may not be able to speak and write Chinese. This means that they cannot assist children in revision. According to the information obtained from schools enrolling NCS students, very few NCS students have been able to receive an education in Hong Kong from the point of entry to kindergarten. Studies show that NCS students who have received local kindergarten education have better Chinese Language learning results. They have reached a certain level of listening and speaking in Cantonese, and are able to write simple Chinese characters. Taking up the language later may affect NCS students' progress in Chinese language learning.

(8) **Communication with Others**

When NCS students start to study in local schools, communication problems with teachers and classmates are their major concerns. At the initial stage, students have not started to learn Chinese and may not speak

English, so they may find it difficult to understand the teachers' instruction. At the same time, their classmates may not be able to assist them in communicating. Thus it is important for them to overcome communication problems.

3.6 Existing Resources and Support to Schools

The following are the existing resources and support provided by the Education Bureau (EDB) for NCS students in Chinese language learning:

3.6.1 Designated Schools

In the 2006/07 school year, EDB provided centralised support to 10 designated primary schools and 5 designated secondary schools. In the 2007/08 school year, the number of designated primary schools rises to 14. Each Designated School will receive a special time-limited grant of HK\$300,000 per year for the arrangement of a learning and teaching support scheme for NCS students. Furthermore, EDB also provides intensive on-site support services to Designated Schools according to the different conditions of schools. It aims to help these schools to have further curriculum planning to strengthen learning and teaching for NCS students. EDB has also commissioned tertiary institutes to launch training courses for the Chinese Language teachers in "designated schools".

3.6.2 Available/ Existing Grants

Schools can use various grants provided by EDB flexibly. For example, schools may employ non-Chinese teaching assistants who speak English or Chinese by using the Capacity Enhancement Grant (CEG) to provide suitable school-based supportive services for NCS students; employ student counsellors or purchase student counselling services to strengthen the work of all-round student counselling services by using the Student Guidance Service Grant (SGS Grant); provide school-based supportive services by using the School-Based Supportive Scheme Grant, such as organising language counselling classes to assist newly arrived NCS students to adapt to the local education system.

Schools admitting NCS students can apply for extra grants including the Quality Education Fund to enhance effective learning of students. Schools can apply for the top-up fund in organising multi-cultural activities to strengthen support in various aspects.

3.6.3 Support Measures

(1) 4-week Summer Bridging Programme

The 4-week Summer Bridging Programme is currently confined to incoming NCS Primary 1 entrants. The programme is held in the summer holidays to assist students to adapt to the new school environment and to enrich their learning experiences through using Cantonese as the teaching language in the real classroom situation. Starting from the summer of 2007,

the programme has been extended to cover also NCS students proceeding to Primary 2, Primary 3 and Primary 4, in order to help them consolidate what they have learnt at Key Stage 1. (Refer to Appendix IV)

(2) Induction Programme

The 60-hour induction programme is run by Non-government Organisations (NGOs) with the subsidy of EDB to help the newly arrived NCS students. The contents of the programme include social adaptation, basic learning skills and Chinese counselling.

(3) Initiation Programme

The Initiation Programme provided by EDB is a full-time programme that lasts for 6 months. It aims to strengthen NCS students' learning experience and exposure to real classroom situations, to improve basic subject learning ability and to foster their personal development and social adaptation. The newly arrived NCS students can choose to attend this programme prior to enrolling in a mainstream school.

(4) School Support Network

Besides the “Designated Schools”, EDB has also formed the School Support Network to provide an experience-sharing channel for other schools admitting NCS students. From this, schools may enhance their professional skills and cater for NCS students' learning needs more effectively. Through this network, schools may exchange experiences in enhancing NCS students' interests and skills in Chinese language learning.

Schools that admit NCS students may cooperate with external professional organisations in designing the curriculum. Peer lesson observation and participation in the whole process of preparing learning and teaching materials are recommended for teachers for further improvement of their professional standard.

EDB has also established an E-sharing platform to provide a channel for language teachers of NCS students to exchange experiences in developing school-based curriculum and learning materials. The E-sharing platform helps to gather teaching experiences in looking after NCS students' learning needs. These include exemplars of school-based curriculum that effectively enhances NCS students' learning motivation, successful learning cases, school-based curriculum plans, learning and teaching materials made by teachers and other reference materials etc.

3.6.4 On-site Support Service

(1) Support Objective

With “catering for differences and promoting harmony” as the objective, EDB provides on-site support service for schools that admit NCS students,

in order to assist teachers in school-based curriculum planning, development of school-based teaching materials and design of teaching activities. At the same time, it helps cater for NCS students' need in Chinese language learning and help them to adapt to school life.

(2) Support Mode

Diversified support services are provided in accordance with schools' needs. The services include: on-site support, collaborative lesson planning, lesson observation and school-based action research etc., which assist teachers in adapting the curriculum; develop teacher network for sharing and exchange teaching experiences; set up an E-sharing platform for promoting school-based experiences and build a Chinese language teaching database for school-based teaching materials management and sharing of resources.

(3) Support Focus

- **School-based Curriculum Plan**

EDB assists teachers in adjusting school-based curriculum and in catering for learning differences. It also helps to set a development focus based on students' needs. For example, in the 2004/05 school year, EDB explored the teaching strategy for "character learning" and developed school-based teaching materials to enhance students' skills in recognising and reading Chinese characters (Refer to Appendix III in Chinese); in the 2005/06 school year, EDB developed "Reading" teaching and strengthened students' reading skills by "Big Book Teaching" and "Paired Reading Scheme" etc. (Refer to Appendix V in Chinese). In the 2006/07 school year, EDB developed "Writing" teaching to develop students' writing skills. (Refer to Appendix VI in Chinese)

- **Teacher Professional Development**

EDB organises teacher professional development activities, experience sharing sessions, seminars and open lectures according to topics of teachers' common concerns. These include "Know the Culture, Learn the Language", "Managing Differences", "From Character Learning to Reading", "Pleasant Writing Classes", "Adaptation and Learning Needs of Primary 1 NCS Students" and "Helping NCS Students to Join Mainstream Schools" etc, which assist teachers in knowing the characteristics of NCS students and grasp various teaching strategies.

- **Maximise the Effectiveness of Learning and Teaching**

EDB enhances teachers' skills and confidence and maximises the effectiveness of classroom teaching through collaborative lesson planning, lesson observation, lesson review, collaborative teaching and demonstrative teaching. It also assists teachers in the design of diverse language learning activities, such as Festive Culture Week, Ethnic and

Culture Carnival etc, to arouse learning interests and develop students' generic skills via an integrated approach. At the same time, it enables students to acquire mutual understanding and respect through various cultural exchanges.

3.6.5 Chinese Language Learning Centre

EDB has commissioned tertiary institutes to operate a Chinese Language Learning Center in providing remedial courses for NCS students after school or during holidays. Apart from Student Support Programme, the Learning Centre also designs suitable teaching materials and learning resources for students. Assessment tools and self-access learning materials of Chinese Language are also provided for students to facilitate effective contact with Chinese language inside and outside the classroom as well as integration into the society.

3.6.6 Teacher Professional Development Programmes

EDB has provided diversified modes of teacher professional development programmes. For example, it commissioned tertiary institutes to provide training courses for the Chinese Language teachers in designated schools. In addition, a 10-week in-service professional development programme is organised for primary school teachers, in order to help teachers understand the Chinese language learning characteristics of NCS students and grasp various teaching strategies. In addition, EDB organises diverse activities for professional development and experience sharing according to topics of teachers' common concern, which allows teachers to share their teaching experience and enhances teachers' professional skills.

3.6.7 Quality Education Fund Projects

Schools admitting NCS students can apply for the Quality Education Fund to develop daily life learning materials in the Hong Kong context for more effective Chinese language learning among NCS students.

In recent years, there have been several Quality Education Fund Projects which help the NCS students. These include: "Integrating in Hong Kong Society and Understanding China", "Construction of Curriculum of Chinese as a Second Language for Secondary Non-Chinese Speaking Students", "Curriculum Construction and Adaptation of Mathematics, Liberal Studies and Chinese as a Second Language for Bridging Junior Secondary Non-Chinese Speaking Students to NSS Core Subjects", "Built-on Project Curriculum Construction and Adaptation of Mathematics, Liberal Studies and Chinese as a Second Language for Bridging Junior Secondary Non-Chinese Speaking Students to NSS Core Subjects".

Chapter IV - Major Recommendations: Based on Existing Experiences & Researches

Based on the experiences of Hong Kong and other regions and the findings of different researches, we have made recommendations in response to the major concerns of the Chinese language learning of NCS students. Understanding the important role taken by Chinese language in fostering NCS students' sense of belonging to Hong Kong where their home is established, we focus on helping NCS students to integrate into Chinese language lessons as a key direction through four recommended approaches. In the following sections, each approach is explicitly explained with its prevalent conditions, advantages, challenges, adaptations and public examinations. We expect to facilitate more effective learning and teaching with the enhancement of support services through joint efforts.

4.1 Basic Principles

(1) Different Aspirations of the Society, Parents and Students and Chinese Language as a Communication Tool

- **Aspiration of the Society**

NCS students, like their Chinese counterparts, are the future pillars of Hong Kong. Learning Chinese language helps them to understand Chinese cultures, integrate and meet the aspiration of the society.

- **Aspirations of Students and Parents**

NCS students and their parents look towards integrating into the Hong Kong society. Regardless of whether they intend to stay in Hong Kong for further studies or to seek employment, enhancing their living quality is crucial to them. If they learn better Chinese language, they can make use of the language to learn, to apply, to think and to create. This is the aspiration of both students and parents.

- **Chinese as a Communication Tool**

NCS students have to communicate with other people and they may even have to solve problems of daily routines in life. Hence, Chinese language serves as a communication tool for them. For better integration into the Hong Kong society, it is in the interest of NCS students to learn Cantonese and traditional Chinese characters, which are most widely used in Hong Kong.

- **Understanding Chinese Culture**

If NCS students consider staying in Hong Kong for further studies or pursuing a career, even to the extent of going to Mainland China for future development, learning Chinese language and understanding Chinese culture help them to integrate into the Hong Kong society.

(2) Common Curriculum Framework

- **Stretching Students' Potential**

For the fulfillment of expectations of the society, schools are encouraged to make adaptations to the curriculum framework, taking into consideration factors including students and parents, ethnic background of students, languages, students' interests and needs, with the aim to developing students' abilities and potential strengths and their Chinese language proficiency.

- **Curriculum Adaptation**

As mentioned in paragraph 3.5.1 of Chapter 3, the Chinese Language curriculum designed by the CDC of Hong Kong provides a flexible and robust curriculum framework. Teachers can adjust their teaching strategies and even adopt different approaches in delivering the curriculum to suit the needs of the students and also the expectations/ aspirations of the stake-holders.

(3) On-going Development Based on Existing Experiences

Based on the analysis of different languages, the results of the researches conducted by experts, and experiences acquired from various Chinese speaking regions- especially Hong Kong, we attempt to recommend four curriculum approaches for schools to select and use with flexibility. We will continue to launch different researches and development projects, and also to conduct constant reviews on the implementation of these recommendations, with the target of achieving a more complete and comprehensive curriculum.

4.2 Flexible Curriculum Approaches for School Adaptation

To meet the general expectations of parents and the society, we are dedicated to making every effort to support NCS students in achieving a respectable level of proficiency in Chinese language, based on no assumption that a less demanding curriculum would suit their needs. In fact, there are many successful cases providing strong evidence that NCS students can learn Chinese well and be able to integrate into their schools and communities. Experiences also affirm that the most effective way is to design and adopt different curriculum approaches taking into consideration the students' abilities and traits as well as providing them with continuous and appropriate support.

Schools may opt to use the following curriculum approach (or approaches)

flexibly after analysing their existing conditions, background and Chinese language proficiency of the students.

4.2.1. Approach I – Immersion in Chinese Lessons

Whether NCS students plan to stay in Hong Kong for a long time, further their studies or pursue a career in Hong Kong, we encourage them to immerse in the Chinese lessons. It is a common phenomenon that many NCS students in Hong Kong have started to learn spoken Chinese as early as in kindergarten. The families which can provide a Chinese speaking environment for NCS students can also enable them to learn the language better. Schools are encouraged to arrange NCS students in classes with local students and provide them with focused remedial teaching outside lessons, thus meeting their different learning needs and facilitating immersion into the Chinese Language lessons.

(1) Prevalent Conditions

- Students arrive in Hong Kong before teenage, have had early contact with Chinese language; they have opportunities to learn Chinese in the family or community, with prior knowledge in Cantonese and traditional Chinese characters.
- Students have learned Chinese in kindergartens providing a Chinese learning environment, which facilitates students' communication with peers in Cantonese.
- Students have almost reached the Chinese standard (threshold) required for learning in Chinese.

(2) Advantages

- **A Rich Chinese Language Environment**

A rich Chinese language environment is crucial for NCS students to immerse in the Chinese lessons and to enjoy school life in Hong Kong. Schools may arrange for NCS students to study alongside other Chinese-speaking students, so that they can learn better Chinese through communication, collaborative learning and group discussions. NCS students also acquire the language through varying contexts in authentic situations such as participating in school activities. Under a rich Chinese language environment, NCS students are able to learn, to communicate and to improve their learning in Chinese language.

- **Peer Assistance / Collaboration**

Peer assistance is the most effective way for immersion. When NCS students learn and communicate with other Chinese-speaking students, they are given chances to learn and apply Chinese language. Peer assistance includes Chinese-speaking students who learn with NCS students and provide them with language support in daily life, and also

embraces mutual support among NCS students. NCS students of the same ethnicity speaking the same language can also provide assistance to one another to overcome the learning problems, while others, notwithstanding their different ethnic backgrounds speaking different languages, can also make improvements through sharing of learning experiences and collaboration in learning.

Teachers are encouraged to acquire a better understanding about the ethnic background of NCS students and make good use of peer collaborative learning so as to help NCS students to integrate into their school life.

- **Displaying Racial Harmony**

From the experiences of different regions and different stake-holders, it is the most productive and effective for NCS students to learn Chinese together with other Chinese-speaking students. Schools may arrange for NCS students to study in different classes with the majority of other local students, thus providing them with more opportunities to communicate with other Chinese-speaking students. In such a learning environment, NCS students may find it easier and more enjoyable to learn Chinese.

- **Merging Different Cultures**

Hong Kong, as a place blending Chinese and Western cultures, allows us to have easy access to different cultures which constitute precious resources for language learning. Hong Kong teachers are able to make use of such advantages and design a curriculum with rich cultural elements to broaden students' views on Hong Kong rituals and Chinese culture. For instance, life-wide learning activities enable students to learn outside classrooms and learn about Hong Kong culture from a different perspective. Moreover, local or cross-border cultural activities can be organised to promote cultural exchange in the hope of enhancing students' knowledge and understanding of different cultures in achieving racial harmony.

(3) **Challenges**

- **NCS students studying Chinese Language alongside Chinese speaking students at school**

NCS students not only have to face adaptation problems in daily routines or cultural differences, but also have to undergo language transition from using their mother tongue to Chinese language for communication. However, experience shows us that those problems are only temporary. NCS students can quickly overcome the difficulties and enjoy their learning with the care and support from teachers and other students.

- **Demand for remedial programmes outside lessons**

Due to the language barrier, NCS students may find it difficult to learn Chinese when they immerse in Chinese lessons. Teachers have to observe their classroom performance and evaluate their learning progress so as to provide them with focused remedial teaching outside lessons to facilitate immersion in Chinese language lessons.

- **Need for diagnostic assessment tools**

Teachers need to make use of effective assessment tools to evaluate NCS students' Chinese language learning standards and assess their performance on reaching the threshold of learning to ensure their smooth immersion in Chinese lessons.

(4) **Implementation**

Focused Remedial Teaching: NCS students' learning of Chinese starts with a second language approach. Even when schools have made arrangements for their learning together with other local students in the same classroom, teachers still need to attend to their different learning needs and provide them with focused remedial teaching outside classrooms so as to facilitate their integration into Chinese lessons. In conducting the focused remedial teaching, it is more appropriate to arrange the learning contents, strategies, and learning materials according to the particular learning characteristics of the second language learners. Supportive remedial teaching could include the organisation of Chinese character learning groups, speaking training groups to focus and reinforce their study.

There are four key learning stages, i.e. lower primary, upper primary, junior secondary and senior secondary, and nine strands i.e. listening, speaking, reading, writing, Chinese culture, literature, moral and affective, thinking and independent learning in the Chinese language curriculum. In arranging after-school remediation for NCS students, teachers could flexibly make adjustment and adaptation on the curriculum according to students' needs (for examples on curriculum adaptation and adjustment, refer to Appendix VII in Chinese).

- **Diagnosis on students' learning needs:** Teachers need to observe students' performance in the class, course work and tests so as to detect their strengths and weaknesses in learning and follow up with supplementing or strengthening relevant learning in the focused remedial teaching sessions.
- **Targeted remedial measures:** Effective diagnosis of students' learning needs is important before teachers could employ appropriate strategies. For example, in achieving one of the learning objectives 'Using appropriate vocabulary to express oneself' in the strand of speaking at the upper primary level, teachers might have identified students' weakness to be the lack of oral vocabulary and/or daily life experience which handicapped their learning. Relevant focused remedial measures need to be made accordingly. In another case at the secondary level, appropriate remedial measures were also required when teachers found that the NCS students failed to achieve the learning objective of

‘Understanding the coherent relation between sentences and paragraphs’ in the strand of Reading.

- **Flexible adaptation of learning materials and teaching strategies in different learning stages:** According to the above mentioned example, in the case upper primary students being found inadequate in oral vocabulary, teachers in remedial teaching sessions could adopt the learning material at lower primary level and supplement students with relevant oral vocabulary. If secondary students are found having difficulty in understanding sentences, teachers could refer to the learning objectives of lower primary (Reading strand: comprehension of sentence) and focus on strengthening students’ understanding of sentences through a gradual incremental process.
- **Appropriate access point of learning:** According to the above mentioned example, if students fail to express verbally in ‘appropriate words’ due to the lack of contextual experience, teachers could use some daily life contexts as the access point for their learning during remedial teaching sessions. Students will thus be provided with adequate opportunity and environment for applying what they have learnt.
- **Effective use of students’ strength:** Students will show their strengths and weaknesses in different strands which intertwine with each other in their learning process. Teachers should make use of students’ strengths to facilitate their learning in other strands. For example, in the case of composition, students are required to present not only written expression of themselves, but also their thinking (structuring of language and logic) and affection. Teachers could capitalise on their strengths in verbal expression and ask them to do the composition in an oral presentation and then put it into words. This would train up their expression ability from oral to written to embrace presentation of thoughts and affection as well. (Refer to Appendix VI in Chinese for example)

To diagnose students’ ability and flexibly adjust teaching strategies to the needs: In adjusting the curriculum, teachers need to assess students’ ability in Chinese through observation, course work, tests and examinations and make an appropriate decision. In the follow-up learning/ teaching process, constant diagnosis needs to be made and teaching strategies need to be revised every now and then.

Beyond the threshold: Teachers should set clear objectives when they are to adopt different adjustment strategies to diagnose whether students have attained the required standard. Once the students are proven to have the ability to pass the threshold, the NCS students would smoothly immerse into the normal Chinese lessons and learn alongside other local Chinese-speaking students.

Self-learning platform for students: Besides class or after-class learning, schools could set up self-learning platforms such as a web portal for their students to

nurture their habits in independent learning. Interactive learning processes like character writing, listening drills, games on strokes etc. could lend a less pressured learning environment and enable the students to adjusted their learning pace and time, with greater interest and effectiveness.

Peer collaborative learning: The help from peer Chinese local students is important to enhancing both competence and communication of NCS students. In reading simple and pictorial books, students could advance their recognition of the Chinese characters and words, and eventually their reading ability. Teachers could arrange for more peer collaborative learning sessions in class on a weekly basis so as to enable students to become more engaged in the pleasurable learning.

Teacher interflow platform: The mutual sharing of experiences and resources among teachers of different schools is important for enhancement of teachers' professional development. The sharing of resources could include successful case studies, school-based curriculum planning, learning materials developed by teachers and other reference materials.

(5) **Public Examinations**

Upon completion of secondary education, NCS students can sit for the Hong Kong Certificate of Education Examination (HKCEE), the Hong Kong Advanced Level Examination (HKALE) or the coming Hong Kong Diploma of Secondary Education (HKDSE).

4.2.2 **Approach II - Bridging / Transition**

NCS students come to Hong Kong at different times. Some students who arrive in Hong Kong as late as in their adolescence have less exposure to Chinese language and therefore find it difficult to immerse in Chinese lessons. Providing NCS students only with focused remedial teaching outside lessons may not be the solution to their learning problems. Schools may arrange for students to participate in bridging programmes as a transition before immersing them in Chinese lessons.

The Bridging / Transition approach recommends that NCS students have intensive studies in Chinese language for a relatively short period of time. Schools may arrange for NCS students to learn Chinese in learning centers during their Chinese lessons. Some tailor-made programmes or intensive learning programmes can also be designed for NCS students in long vacations. Through intensive and focused learning, NCS students' Chinese foundation can be strengthened to pave way for subsequent immersion in Chinese lessons.

After the Bridging / Transition programmes, NCS students should be provided with a "Student Exit Profile" which reveals students' learning pace, performance and learning standard. Teachers have to give some descriptions (report their progress made and performance in their individual portfolio) on students' learning progress in the profile to facilitate adaptation of the curriculum or remedial teaching outside lessons.

(1) Prevalent Conditions

- Students have arrived in Hong Kong at teenage, have late contact with Chinese: they communicate in their mother tongue at home, having little contact with Cantonese and Traditional Chinese characters.
- Students have different abilities in Chinese language skills (e.g. listening, speaking, reading, writing): they have better performance in listening and reading, but are weaker in reading and writing.
- Students have aspirations to stay in the education system in Hong Kong as well as to seek employment in fields requiring proficiency in spoken and written Chinese.

(2) Advantages

- **Provision of Intensive Learning to Enhance Students' Chinese Language Standards**

NCS students are arranged to have intensive studies in Chinese language for a relatively short period. This kind of learning provides students with a rich Chinese learning environment and ample learning opportunities. Such focused learning helps to enhance students' Chinese language standards and facilitate their immersion in lessons.

- **Provision of Focused Learning for Students to Overcome Language Difficulties**

➤ **Tackling language difficulties through comparison**

NCS students have different mother tongues. It is advised that teachers should begin by comparing the characteristics of languages to help students find out their learning difficulties in Chinese. For instance, the widely used languages of different races in Hong Kong have no tones. It is suggested that teachers lay stress on the unique characteristics of Chinese language that various tones carry different meanings. For example, “東” (East) and “凍” (cold) have various tones ([dong1], [dong3]) and so carry different meanings. This should be addressed first so that students could concentrate on overcoming the learning difficulties and effectively improve their Chinese language.

➤ **Selection of appropriate materials**

In adopting the Bridging / Transition approach, teachers have to select appropriate materials according to students' language ability and learning psychology. Materials need to be simple and direct; vocabularies used have to match with their learning progress. This could help students enrich vocabularies, retain what they learn and communicate effectively. As for the learning contents, learning materials have to be designed according to students' age and their

psychological development.

- **Ample Time for Adaptation**

Before immersing in Chinese lessons, NCS students have to undergo a transition period. When their Chinese standards are adequate for studying Chinese language alongside with other students of the school, they can immerse in Chinese lessons as well as communicate effectively with other students in the school.

- **Allowance for Lower Chinese Standard at the Start**

The Bridging / Transition approach is recommended for those students with a lower level of competencies. Through effective curriculum adaptation, students can learn Chinese intensively for a short period of time. After overcoming the learning difficulties, their Chinese standards can be raised.

(3) **Challenges**

- **Adoption of lower levels of competencies**

In schools adopting the Bridging / Transition approach, some NCS students may not have received an education in local kindergartens, resulting in their limited Chinese ability. Because of the limitation, they may find it difficult to pick up this language at the beginning. It is suggested that they learn from a lower starting point.

- **Need for diagnostic assessment tools**

In the bridging period, teachers need to make use of the diagnostic assessment tools to evaluate NCS students' learning progress. Meanwhile, teachers have to use the formative assessment so as to gauge students' learning pace and provide them with timely feedback. Moreover, in different key stages, diagnostic assessment tools can help to make sure whether students have reached the Chinese learning threshold for further immersion.

(4) **Implementation**

In cases where students' competence in Chinese is not compatible with the general learning requirement, the bridging approach can be adopted to help NCS students build a solid foundation in Chinese. Nevertheless, this is only a bridging phase with the ultimate aim of integrating them into the normal Chinese class in the longer run. During the bridging period, teachers could formulate a bridging programme with clear objectives in learning content and material, methodology and assessment, so as to strengthen students' ability in Chinese for integration into the class. The following measures are suggested as examples for teachers' reference:

- **Principles in practice**

- **Emphasis on functional use:** taking reference from a second language learning approach, a bridging programme should give priority to the functional use of language in terms of nurturing students' life skills and adaptation to school life and learning. It is suggested that students start with their learning of listening and speaking, followed by character writing and reading, and lastly composition writing.
- Pay attention to the different roles and the transition between Cantonese and the standard language during the learning process
- Teaching should be based on the characteristic features of the language. Receptive skills should be trained prior to productive skills. Students should be taught to learn Chinese characters by referring to morphological structures of Chinese words and the role of characters as morphemes.
- The language environment should be made full use of in providing students with more intensive and extensive language inputs.
- The introduction of more language models could enrich the communication skills of students.
- Arrangement could be made for group teaching according to students' diversified learning needs.
- Systematic arrangement of learning contents, e.g. characters and words, pragmatic devices, types of reading materials, ways of oral expressions could be made to cater for students' different abilities.

- **Teaching Strategies**

The bridging approach should align with the second language learning approach:

- **Pronunciation difficulties:** Teachers could make reference to research on contrastive analysis between Chinese language and NCS students' first language for arrangement of their teaching contents. For instance, teachers could teach students the points and methods of articulation gradually. Teachers could teach students to pronounce Chinese words bearing in mind that there is no [f] sound in Burmese, Nepalese, Indonesian, and Tagalog; that there is no distinction between aspirated and non-aspirated sounds in Indonesian and Tagalog; and that all languages of south Asia do not have 'tones'.
- **Concept in teaching Chinese characters:** The concept of 'character' and 'strokes' in Chinese language is alien to NCS students and they usually take the characters as pictures and make mistakes in

misplacing the strokes. In the bridging programme, teachers should focus on their learning of characters as an access point and teach them to separate the characters into components and join the components into characters and words.

- **Teaching to tackle the syntactic difficulties:** For instance, there are a great number of obligatory classifiers in Chinese language which NCS students might find difficult in its usage such as in the case of “一個” (one classifier) and “一隻” (one classifier). Teachers could set an everyday context to illustrate the situation to show when and how these obligatory classifiers can be used in indicating quantity and time.
- **Different methods for different student age groups:** For children, we can use more audio-visual learning tools such as objects, pictures, models and gestures, actions, demonstrations, scene settings etc. for vocabulary teaching to help them build up direct links between the sounds and the concepts (meanings). Learning takes place when the link between the acquired concepts and the new sounds is established.

For the older students, they have already developed a foundation in their first language and are unable to link the old concepts directly to the new sounds. Comprehension is mostly achieved indirectly via their first language instead. Only when the connection is gradually internalised could they give up interpreting through the first language. Thus, making appropriate use of students' first language knowledge and the contrastive differences of the first and second languages concerned may help to enhance teaching effectiveness.

- **Varying teaching strategies according to students' learning progress:** When the learners have accumulated enough vocabularies, analysis of morphological structure may then be able to help students to learn new words. For instance, from “木” (wood) to “木材” (wood material), “木船” (wood boat), “木筏” (wood raft), “木工” (wood work), “木馬” (wood horse), “木偶” (wood puppet), “樹木” (tree wood), “林木” (forest wood), “花木” (flower wood) etc. Such a method may help students to comprehend the meaning of the new words. It also makes memorisation of new words and analysis of new words an easier task. Such a method is especially useful for teenage students.

As for learners who have possessed certain knowledge of Chinese language, minimal pair pronunciation practices could be useful for them in grasping more accurate pronunciation for phrases such as “發現 / 忽然” [faat3] [jin6] / [fat1] [jin4], “火車 / 貨車” [fo2] [ce1] / [fo3] [ce1], “千年 / 青年” [cin1] [nin4] / [cing1] [nin4] etc. Exercises of this kind can help students to make finer distinctions between some minute differences at the level of initials, finals and tones. However, this kind of exercise may not be too helpful for students who know

little about the language.

- **Flexible teaching based on a second language learning approach:**
Since most NCS students begin their acquisition process with a “silent period” or “imitation period”, teachers should tolerate such unsatisfactory performance by the students, and accept that the incomplete language spoken by the students is a natural initial product. Teachers also need to make room for students to learn through imitation and help them master effective learning strategies.

When learners enter into the experimental phase of acquisition, it is found that the construction of inter-language with simplified semantics and grammar of the second language is a consistent stage of development that most second language learners experience, regardless of which second language the learners target at. Teachers should therefore avoid requesting students to speak or write in “complete sentences” at the early learning stage and accept them to express themselves by using some simple phrases or sentences.

- **Need to pay attention to students’ difficulties in conducting assessment**

It should be noted that it is not always the NCS students’ ability that has caused their underperformance in course work, tests and examinations. For some of them, the assessment mode or question type may handicap their performance. For example, sometimes a listening test requires students to listen to a lengthy piece of audio input and students’ problem lies actually with memory rather than understanding. Teachers could improve by playing the audio input by sections and give students ample time to listen and comprehend.

In composition, sometimes students’ problem lies in their understanding of the topics. For instance, in a composition test the topic “Football Match of Kei-ying (耆英, an euphemism for ‘the elderly’)”, it is too hard for NCS students to understand the meaning of difficult words. Teachers need to supplement the special terms with a footnote for students, or simply change the terms to those closer to their daily life. In this way, students’ actual language ability could be fairly assessed.

- **Appropriate use of diagnostic tools at different learning stages of students**

Teachers need to diagnose students’ ability in Chinese language at their point of entry into schools so as to set appropriate learning objectives and contents for the NCS students. Diagnoses at different learning stages of students would facilitate teachers’ understanding of students’ learning progress and facilitate timely adjustments in the curriculum. At the end of a learning stage, teachers can realise whether students have reached the threshold of the required standard of Chinese learning. Effective use of

the diagnostic tools is a significant strategy in this Approach.

(5) Public Examinations

When NCS students reach the Chinese learning threshold and are able to immerse in Chinese lessons after taking Bridging / Transition programmes, they may sit for the HKCEE, HKALE, or the coming HKDSE. Apart from these, NCS students may also sit for the General Certificate of Education (GCE), the International General Certificate of Secondary Education (IGCSE) and the General Certificate of Secondary Education (GCSE) arranged by the HKEAA. (Refer to Appendix I.)

4.2.3 Approach III - Learning as a Second Language

Some NCS students are transient visitors or returnees who do not wish to further their studies in Hong Kong. However, as they need to live in Hong Kong for a short period of time, they have to learn Chinese for communication purpose. Such students may learn Chinese as a second language and the function of communication is duly emphasised with daily-life contexts fully employed.

(1) Prevalent Conditions

- Students are returnees or transient residents: they use English to communicate and their Chinese language standards are rather low.
- They are leaving Hong Kong in a short period of time while planning to study abroad: Cantonese serves as a daily life language. They seldom use Traditional Chinese characters as the medium of communication in formal writing.
- Students' Chinese language standards are not high, they do not aspire to stay in the Hong Kong education system or to seek employment in Hong Kong: they show better performance in listening and speaking, weaker performance in reading and writing.
- Students arrive in Hong Kong at teenage, have late contact with Chinese language but do not have aspirations to stay in the education system in Hong Kong or to seek employment in fields requiring proficiency in spoken and written Chinese.

(2) Advantages

- **Suitable for students who are transient residents**

For those NCS students who are transient residents in Hong Kong, they need to learn Chinese for communication. They may focus on Chinese language skills such as listening and speaking at the start.

- **Relatively simple learning contents for students**

To satisfy the need for social interaction on a limited scale, NCS students who learn Chinese as a Second Language may not have to learn the nine strands of Chinese language systematically. For instance, for survival or communication purposes, the mastery of listening and speaking skills can be given priority while writing skills come second. With a selected (but narrower) learning scope, students may find it easier to learn the contents which are set in the context of their daily lives.

- **Allowance for lower achievements**

NCS students who learn Chinese as a Second Language are allowed for a lower achievement in Chinese. If they can use Chinese for direct and simple communication, they already met the Chinese learning standards.

(3) **Challenges**

Only meeting the basic demand for social communication: Learning Chinese as a Second Language, NCS students can only communicate with others in Chinese in a limited way. Their Chinese language proficiency can hardly help them integrate into the Hong Kong society.

(4) **Implementation**

- **Select domains of basic demands:** Language skills, especially basic listening and speaking, are important for survival. Hence, the Learning Chinese as a Second Language approach mostly focuses on the teaching of listening and speaking in a more practical context.
- **Relatively low learning standards:** As Learning Chinese as a Second Language emphasises communication in daily-life contexts, the learning requirements should not be set too high. Such learning should be manageable for NCS students.
- **Learning only Putonghua:** Some NCS students are only transient residents in Hong Kong, they plan to learn simple Chinese and then move to the Mainland China for future development. Since they do not intend to live in Hong Kong for a long time, they may consider learning Putonghua at the start.

(5) **Public Examinations**

NCS students who learn Chinese as a second language, and those studying in schools which adopt an adapted curriculum may consider taking the GCE, IGCSE or GCSE arranged by the HKEAA. (Refer to Appendix I.)

4.2.4 Approach IV – Integrated Use of the Above Approaches

If schools have a large intake of NCS students who have diversified backgrounds and different parental aspirations, they may need to develop one or more recommended approaches to facilitate students' learning. For instance, NCS

students can be arranged in different classes according to their learning standards. In this way, NCS students' needs, wishes and aspirations can be met.

(1) Prevalent Conditions

- Schools have a large intake of NCS students with diversified backgrounds including nationality, language, year of arrival, Chinese language standard, etc. They may not all be able to immerse in Chinese lessons at the same time.
- Different family expectations and demands: students who stay in Hong Kong for a long time need to integrate into the society and become part of it; students who are transient residents need only to use Chinese primary as a means of communication.
- A wide range of Chinese language standards: some students who came to Hong Kong in their early teens may have relatively better command of Chinese; some older students who just arrived in Hong Kong had no contact with the language before.

(2) Advantages

Schools can offer different programmes, each with a critical mass, tailored to cater for individual student's needs: Teachers may opt to use the suggestions made for curriculum adaptation in the above recommended approaches according to the standards of students. Moreover, they may design different access points for different students. For instance, teachers can adopt Approach I "Diagnose of learning needs" for students who take Bridging / Transition programmes so as to understand students' learning progress. At the same time, for those students learning Chinese as a Second Language, teachers can make use of peer assistance to help them learn.

(3) Challenges

- Need to allocate more resources for designing various programmes with different targets to meet diversified needs
- Cohesion of various stake-holders, helping one another
- School administration needs to render support and provide more resources

(4) Implementation

- **Class and group arrangements according to language standard:** After diagnosing students' Chinese standards, students with higher standards can be immersed in Chinese lessons. Students with limitations in some language skills (e.g. reading) may not be ready yet for normal Chinese lessons. They could join the Bridging / Transition programmes to strengthen their Chinese foundation prior to the immersion. This

kind of class and group arrangements enables teachers to cater for students' needs and makes teaching more flexible.

- **Streaming for different approaches:** Schools with large intakes of NCS students can adopt different recommended approaches. They could place students in different streams, which gives them room for catering to the learners' diversified needs and helps facilitate the allocation of resources, aiming at raising the effectiveness of teaching.

Schools can make reference to adaptation methods under the different approaches, especially Approaches I and II for flexible use to maximise the impact.

(5) **Public Examinations**

Under this approach, students may display different learning progress. Based on their learning experiences, they can choose to sit for the relevant examinations in gaining various qualifications.

4.3 **Common Principles of Different Recommended Approaches**

- **Understanding students' ability:** Schools should carry out assessment on the NCS students' Chinese competence in listening, speaking, reading and writing upon their entry and provide appropriate learning approach(es) to cater for their needs. For instance, in the case of Approach I, a school could arrange focused programmes/ classes for strengthening listening and speaking skills, or programmes/ classes for Chinese character learning as starters, and then proceed from vocabulary learning to creative writing.
- **Clear teaching targets:** Different approaches have different teaching targets. For instance, in Approach II - "Bridging/ Transition", teaching objectives would include holistic and by-phase ones. Targeting at students' final immersion in Chinese lessons, holistic objectives will include time/work schedule while by-phase objectives will include design of learning contents, learning objectives and outcomes of each phase according to the students' ability upon their entrance to school.
- **Cater for diversified needs:** Teachers need to observe their learning even though the NCS students have immersed in Chinese lessons and studied together with local Chinese students so as to continuously cater to their needs. After/outside school hour remedial classes could be arranged to supplement, reinforce or enhance students' learning.
- **Adjustment measures on different standards of students:** Whichever approach a school adopts, learning and teaching should be geared to students' different starting points in their Chinese learning with appropriate grouping to facilitate learning. For some older students with lower standards, teachers could set for them a lower starting point with relevant learning objectives. Different classes and groups could have different access points and learning objectives. Teachers need to

assess students' learning progress constantly and re-group accordingly so as to adjust to their learning.

- **Adaptation of learning materials:** Teachers should make adjustments in adopting appropriate learning materials for the NCS students according to their standards in Chinese, such as by adopting learning material of a lower key learning stage (say upper primary material for junior secondary, or lower primary material for upper primary) at the beginning, or tailoring the learning material to deal first with affective then cognitive understanding.
- **Flexible use of self-learning resources:** Teachers need to guide NCS students to flexibly make use of the self-learning resources so that students can benefit through self-regulated learning and develop a good habit in using diversified resources to enhance their learning. Engagement in a variety of learning activities, e.g. writing exercises, worksheets on listening, games on strokes, web-based self-learning packages etc. would enable students to learn more via different platforms. (For relevant support resources refer to 4.4)

4.4 Diversified Learning and Teaching materials exclusively designed for NCS students

(1) Guiding Principles on Selecting Learning and Teaching Materials

Language learning materials can be texts, audio-visual materials, objects, authentic materials, including the environment. Diversified learning materials can arouse students' learning motivation. Schools may focus on the characteristics of Chinese "expression of meaning" as well as NCS students' learning difficulties in Chinese, together with learning targets and learning objectives and students' cognition to adopt different kinds of materials to increase students' learning interests.

To help NCS students acquire useful language habits, teaching materials have to be designed with a language context, so that teachers can teach students to transfer their knowledge and skills. Teachers are advised to design different language contexts to capitalise on Hong Kong's cultural environment in enabling NCS students to transfer such knowledge to their own ability/ skills. As regards the contents of teaching materials, they have to be authentic, derived from daily life contexts so as to heighten students' learning motivation. The following guiding principles are for teachers' reference –

General Principles

- Catering for NCS students' cognitive development
- Catering for learner diversity
- Positive contents
- Diversified texts

- Arousing learning interests

Principles on Choosing Texts

- Readable
- Focus on practical texts

Principles on Choosing Audio-visual Materials

- With vivid languages
- Diversified expressions
- Highly interactive, arousing students' learning motivation

(2) Teaching Materials Developed by Schools

Since NCS students' learning paces are different, schools have to design some learning and teaching materials that are suitable for their needs. It is advisable for the materials to embody diversified cultural backgrounds, but sensitive contents need to be avoided. Nowadays, some schools have already developed systematic materials for their NCS students. The Quality Education Fund also sponsors schools to develop teaching materials reflective of Hong Kong characteristics. These resources are available in the Central Resources Centre (CRC) for teachers' reference. At the same time, the results of on-site school-based support services and some exemplars have been uploaded on the Language Learning Support Section website. We hope that more school exemplars can be collected for the establishment of a resources sharing platform for teachers.

(3) Self-access Packaged Materials for NCS students

NCS students need more resources to learn Chinese. The Education Bureau (EDB) will continue to develop some packaged materials exclusively designed for NCS students to learn Chinese. Meanwhile, EDB is developing a series of self-access materials, including "Hong Kong Chinese Lexical Lists for Primary Learning", "Courseware on Simplified Chinese Characters" and "Courseware on Traditional Chinese Characters", all with English translation. When teachers have to design teaching materials, they can make use of these resource packages and even teach their students to use them flexibly so as to raise their independent learning ability, details are as follows –

Self-access learning materials	Descriptions
1. "Hong Kong Chinese Lexical Lists for Primary Learning" (香港小學學習字詞表)	<ul style="list-style-type: none"> • An album of multiple lists on Chinese lexicons, including Chinese characters, words and phrases, appended with idiomatic expressions, classical wordings, terms and proper nouns, loan words and proper names commonly found in Hong Kong. Information on recommended graphemes, Cantonese and Putonghua pronunciation will be provided

Self-access learning materials	Descriptions
2. “Courseware on Simplified Chinese Characters” (通繁達簡：簡化字學習軟件)	<ul style="list-style-type: none"> Courseware with multiple learning paths on Simplified Chinese characters recognition. Information on recommended graphemes, Cantonese and Putonghua pronunciation will be provided. A worksheet generator will be included in the programme to help teachers in their work on exercise design
3. “Courseware on Traditional Chinese Characters” (從簡入繁：繁體字學習軟件)	<ul style="list-style-type: none"> Courseware with multiple learning paths on Traditional Chinese characters recognition. On-line search machine will be provided with information on recommended graphemes, Cantonese and Putonghua pronunciation and word formation. A worksheet generator will be included in the programme to help teachers in their work on exercise design
4. “Courseware on Chinese Characters Writing” (點畫流形：漢字書寫學習軟件)	<ul style="list-style-type: none"> Courseware with multiple learning paths on Chinese characters writing can be used in class teaching or self-access learning. On-line search machine will be provided with information on recommended graphemes, Cantonese and Putonghua pronunciation and word formation. A worksheet generator will be included in the programme to help teachers in their work on exercise design
5. “Language Learning Software on Traditional Chinese Virtues” (致知達德：小學中華傳統美德語文學習軟件)	<ul style="list-style-type: none"> Learning software on Chinese moral values and virtues listed in the curriculum guide. A collection of traditional Chinese sayings on moral values will be provided with animations on stories on the origin with Cantonese, Putonghua and English sound-tracks. Sample thinking questions will be included to help teachers in learning activities design

Table 3 - Packaged self-access learning materials helping NCS students

EDB is developing the above packaged resources, samples are shown in Appendix VIII. Some professional organisations, tertiary institutes, educational publishers have developed different kinds of learning materials, schools can use these materials according to their needs. (Refer to Appendix IX.)

4.5 Learning and Teaching Strategies

If teachers wish to improve NCS students’ learning, they may pay extra attention to the following strategies:

- **Respect for Cultural Differences**

Education is to promote racial harmony, and “Respect for others” is one of the key teaching tasks of Hong Kong education in Values and Attitude. Such concept is covered in moral and civic education and is already embedded in different Key Learning Areas or subjects. NCS students have different religions, eating and drinking habits and costumes as well. When teachers design curriculum or materials, diversified contents are encouraged and some sensitive topics of taboo should be avoided.

Chinese language learning materials cover rich cultural elements. Schools may organise some language / cultural activities for teachers, students and parents to participate. Teachers may also embed some Chinese culture elements in the curriculum deliberately for curriculum integration to let students understand more about Chinese cultures and rituals. Through Large-scale Cultural Days, which can be carnivals of different ethnicities, or simply Chinese cultural activities, cultural interflow and racial harmony can be promoted.

- **Enhancing Peer Support**

Most of the NCS students’ parents do not know Chinese. They can hardly help their children with their studies. Schools can arrange for some higher form students to help NCS students with their learning outside lessons. For NCS students who have higher Chinese proficiency can help other NCS students. In primary schools, the focus of assistance could be on remedial learning while that for secondary schools could be on catering for learning diversity and concerns in everyday life.

- **Catering for Different Starting Points of Learning**

As most of the NCS students in non-mainstream schools have never learnt Chinese in kindergarten, they have different starting points of learning. This is especially obvious in their reading and writing. Schools may design some word recognition programmes for students according to their needs. Such programmes can be arranged in different classes, providing NCS students with more opportunities to communicate with other Chinese-speaking students through which their listening and speaking abilities can be raised. Moreover, teachers may consider providing primary 1 and 2 NCS students with some word recognition classes for more focused efforts. These classes can help to increase their word building capacity and consolidate their writing skills.

- **Curriculum Adaptation**

For NCS students who are fresh learners in Chinese, listening and speaking are the starting points. When students are able to communicate with others using vocabulary they have accumulated, they can start reading and writing in Chinese. In addition, the teaching of word recognition skills is rather important for NCS students. They can be taught to know the structure of each character (radicals, components) before they start reading,

which will help to enhance their reading effectiveness.

- **Enhancing learning motivation**

Some NCS students are active, have a strong musical sense and are eager to perform. Teachers may give them opportunities to perform in front of other students. After their performance, teachers need to give them positive reinforcement and encouragement to increase their learning motivation in Chinese. In designing teaching materials, it is better to give students more chances to engage in body movements, recital or verse-speaking activities. In this way, they can become the leading persons in classes and learn Chinese actively.

- **Creating a Rich Language Environment**

Teachers may make good use of the resources in schools and communities to arrange more activities for students so as to broaden their Chinese learning space. For example, students can be asked to decorate their campus (including placing objects in certain areas, wall decoration etc.) on certain occasions. Such an activity could also serve as the NCS students' Chinese language learning opportunity. When teachers organise some routine teaching or activities, they may use Chinese as a medium of instruction so that NCS students can have more exposure to the language.

4.6 Assessment

(1) Internal Assessment

- **Make Use of Internal Assessment for Quality Feedback**

Assessment is part of learning and teaching, it helps to diagnose students' learning progress. Internal assessment includes formative and summative assessment. In the process of learning Chinese, formative assessment is recommended. It provides invaluable information for teachers to identify learners' strengths and weaknesses and to give quality feedback to learners for improving their own learning. Teachers may find out students' learning needs and divide the learning contents into smaller parts for students' easier learning. Evidences gathered serve the purpose of enhancing students' learning effectiveness.

- **Diversified Modes of Assessment**

For the benefit of NCS students learning Chinese, teachers may design assessment activities in a more diversified way. For instance, other than written assessment, observation, oral presentation, project learning, comprehensive assessment activity, portfolio can also assess students' performance. Teachers may adjust assessment strategies according to students' learning progress. For example, if students' listening skill is better, teachers can read them the contents of an examination paper, then

they can understand more easily about the questions asked rather than just reading some unfamiliar Chinese characters. Some schools have already made an attempt on adopting diversified modes of assessment and have gained some successful experiences.

(2) External Assessment

If NCS students can reach a similar Chinese proficiency level as other local students, we should encourage them to sit for the HKCEE or the coming HKDSE.

4.7 Qualifications and Multiple Exits for NCS students

- **Different Learning and Employment Opportunities**

Apart from education, the Government is providing NCS students with other support, e.g. different kinds of vocational training to increase their employment opportunities so that they can integrate into the Hong Kong society. For students of S3 or above levels, they may choose to study in The Hong Kong Institute of Vocational Education (IVE), the Vocational Training Council (VTC) School of Business and Information, VTC – Youth College and courses provided by Vocational and Education and Training under VTC. Moreover, they may also apply for studies under the Clothing Industry Training Authority, Construction Industry Council and other NGOs. (Refer to Appendix X.)

- **Other Chinese Qualifications**

There are ways for NCS students to obtain other Chinese language qualifications. They may choose to sit for the GCE, IGCSE or GCSE arranged by the HKEAA. (Refer to Appendix I)

- **Joint University Programmes Admission System, JUPAS**

All NCS students and local students can take part in the “Joint University Programmes Admission System” (JUPAS). NCS students can further their studies in tertiary institutes on condition that they have qualified HKALE results. (Refer to Appendix XI.) They may submit their application through JUPAS.

4.8 Further Support to Schools

Building on existing strengths, EDB will increase its services and resources for NCS students. Teachers may make use of such resources to improve their teaching quality. Parents can have more comprehensive support. The community can also provide more suitable facilities for NCS students to integrate into the Hong Kong society.

(1) On-site School-based Support

EDB will continue to provide on-site school-based support for those schools with intakes of NCS students. Through school visits, co-planning, teachers professional development, establishment of web-based platform as well as exploring school-based teaching resources database, teachers are able to cater for NCS students' Chinese learning needs.

A school-based curriculum is designed with reference to students' different starting points. From "word recognition" to "reading", from "reading" to "writing", different support programmes are provided to help students enhance their Chinese reading, writing, listening and speaking skills. In the year 2007/08, focus is put on developing "integrated skills" teaching in which listening, speaking, reading, writing, together with literature, culture are included. Project learning is also developed to help students acquire more comprehensive language learning and increase their language application skills.

(2) Enhanced Partnership Schemes with Tertiary Institutes

Partnership schemes can really help students, e.g. EDB has commissioned tertiary institutes to set up a Chinese Language Learning Centre to render support to teachers and students. We suggest that different levels of partnership schemes can be considered, like co-operating with tertiary institutes and NGOs to make the service more effective and suitable.

(3) Enhancing Teachers' Professionalism

- **Career Ladder**

Tertiary institutes will provide teachers with more programmes to obtain professional qualifications, e.g. certificate, diploma, or degree. Through training, teachers are helped to better understand NCS students' learning difficulties from their perspectives. After obtaining the qualification, teachers may be able to develop more suitable curriculum, learning and teaching strategies and assessment tasks for their own NCS students.

- **Teacher Professional Development Programmes**

EDB will organise more in-service training for teachers regarding NCS students learning Chinese language.

- **Joint-school Teacher Professional Development Activities**

Currently, teachers' experience in teaching NCS students is rather rudimentary, thus schools should focus on cultivating human resources and teachers should be encouraged to equip themselves. Apart from studies, courses, seminars, workshops and joint-school experience

sharing sessions organised by EDB or tertiary institutes are beneficial to teachers. They may gain more successful experiences about topics of common concern to enhance their teaching quality.

(4) Parental Support

Regional Offices (REO) under EDB, NGOs and other frontline departments are providing parents of NCS students with services at different levels. In future, government departments and institutions will continue to support NCS students and parents such as through translation. As most of the NCS students' parents do not know Chinese, schools have to communicate with them from time to time so as to let them know how their children are performing in school. Some of them cannot read Chinese characters and can hardly help their children with their studies. Hence, schools need to understand parents' difficulties and give them whatever support they need. Moreover, EDB will provide more information about education and policy to enable NCS parents to understand Hong Kong education policy and their children's learning progress for the purpose of integration into the Hong Kong society.

(5) Community Support

There are rich resources in every district community. If such resources can be fully utilised, NCS students and parents can be taken care of more comprehensively. For example, community centres can provide after school remedial lessons or nursery services. Through these, NCS students can communicate with others in Chinese language, thus facilitating their integration into the community. Besides, schools can consider opening their campuses for some NCS students' parents who have to work long hours and who have no time to take care of their children. Parent volunteers can also help to organise activities for local as well as NCS students. If they can use Chinese to communicate, their listening and speaking skills can be enhanced.

Furthermore, the Social Welfare Department, Home Affairs Bureau, Home Affairs Department, Constitution and Mainland Affairs Bureau, Education Bureau, Student Financial Assistance Agency and Vocational Training Council can all help to provide services for NCS students and their parents.

(6) Research and Development Projects

EDB has commissioned a tertiary institute to develop research projects on NCS students' learning, e.g. collecting data from different schools for analysis; or studying regions with second language learner's experiences. From the research findings, schools with intakes of NCS students can adapt their curriculum strategies and develop teaching materials effectively. Meanwhile, the institute also conducts research on NCS students' language standards. Based on the listening, speaking, reading and writing data collected, an assessment tool would be developed to help teachers evaluate NCS students' Chinese language proficiency so that they can adjust their learning and teaching strategies.

4.9 Cohesion and Support

(1) Attitudes of Schools and Teachers

Although NCS students make up only a minority in schools, their need for teachers' care is as much as that of other Chinese-speaking students. Teachers have to reach out and communicate well with NCS students so as to make them acquire a sense of belonging, love their schools, and above all enjoy their learning.

Peer group influence is rather important in schools. Therefore, teachers should teach students to love one other, respect each other's culture and accept different races in order to help students develop a caring and accepting attitude that would result, in a harmonious culture.

(2) Human Resources and Team Work

Schools can flexibly allocate human resources to fill suitable teaching posts. NCS students can then be provided with a favourable environment to learn Chinese. For instance, if teachers teaching other subjects can communicate with NCS students in Chinese, it would help to increase students' opportunities to listen and speak. Moreover, schools can allocate their resources, e.g. employing more teachers or teaching assistants to take care of the NCS students and to design curriculum as well as learning materials.

(3) School Network for Sharing Experiences

Through the coordination of EDB, schools with intakes of NCS students can form some inter-school support network to share their experiences in teaching NCS students. These schools may co-operate with each other on the design of the curriculum. Teachers can have more lesson observations and sharing so that they can learn from one another about designing school-based curriculum as well as learning and teaching materials for their professional development.

EDB has set up an E-sharing platform to provide a channel for language teachers teaching NCS students to share with each other about developing learning materials. Teachers can make good use of the platform to share how they cater for the diversified needs of learners in order to design effective school-based curriculum, learning and teaching strategies and assessment activities. They can also explore more resources, e.g. sharing their experiences in teaching NCS students, developing school-based curriculum or designing teaching materials.

Chapter V - Evaluation and Review

EDB, in collaboration with the stake-holders of various sectors, will continue to review implementation of the recommendations.

At the same time, we will launch various research and development projects to help NCS students learn Chinese language for better integration into the Hong Kong society.

5.1 Review on Existing Learning and Teaching Materials

To cater for NCS students' needs in learning Chinese language in Hong Kong, EDB will analyse the learning materials exclusively designed for the NCS students and provide teachers with precise and clear descriptions on the characteristic features of the materials for their references.

5.2 Study on Chinese Language Standards of Non-Chinese Speaking Students

EDB will make use of the Territory-wide System Assessment (TSA) data to evaluate NCS students' performances in the four language skills (listening, speaking, reading and writing) as well as different key stages (Primary 3, Primary 6 and Secondary 3). The information gathered and the conclusion drawn will serve as a valuable reference for teachers to improve their teaching.

5.3 Developing Assessment Tools

EDB will collect data on the performance of NCS students in learning Chinese, including TSA data, classroom observation on NCS students by in-service teachers, NCS students' learning evidence (e.g. classroom performance in listening, speaking, assignments, tests and examinations), for the development of assessment tools. Empirical research will be conducted through which effective assessment tools are developed with the aims of diagnosing NCS students' strengths and weaknesses in Chinese learning, understanding their learning progress and facilitating learning and teaching.

5.4 Developing Packaged Learning and Teaching Materials

The Chinese Language Education Section of the Curriculum Development Institute will help to develop a series of packaged learning and teaching materials, including "Hong Kong Chinese Lexical Lists for Primary Learning", "Courseware

on Chinese Characters Writing”, “Courseware on Simplified Chinese Characters”, “Courseware on Traditional Chinese Characters” and “Language Learning Software on Traditional Chinese Virtues”, all with English translation. Based on the researches conducted, we will also revise and update the “Hong Kong Chinese Lexical Lists for Primary Learning” so as to develop threshold and rudimentary levels of vocabularies for teachers. In the future, we would try to develop more effective packaged materials in a great variety to facilitate teachers’ teaching and NCS students’ learning in Chinese Language.

5.5 Developing School Bridging / Transition Programmes

Bridging / transition programmes are developed for NCS students to learn Chinese language and immerse in Chinese lessons. EDB will review and examine the teaching contents of these programmes thoroughly based on the findings in the researches, with the aim to design appropriate contents of learning for NCS students. At the end of the Bridging / transition programmes, all NCS students will be provided with a “Student Exit Profile” which reveals their learning pace in various language skills. Teachers may make use of the profile to adjust their teaching strategies.

5.6 Reviewing the Impact of Implementation

After the dispatch of this consultation paper, EDB will consult stake-holders of various sectors extensively. Upon careful consideration of all suggestions and comments received, we will revise the *Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students*, in light of providing more effective recommendations through this Supplementary Guide.

We will continue to review the implementation of these recommendations. Taking into view the implementation effects, we will make appropriate adjustments on the development strategies to keep abreast of the times.

Overseas Chinese Language Examinations

Overseas Chinese language examinations for NCS students are as follows:

Examinations	Organisations
The International General Certificate of Secondary Education (IGCSE) Examinations	The examinations are arranged through the Hong Kong Examinations and Assessment Authority (HKEAA) and provided by Edexcel International London Examinations and University of Cambridge International Examinations
The General Certificate of Education (GCE) Examinations	The examinations are arranged through the HKEAA and provided by Edexcel International London Examinations
The General Certificate of Secondary Education (GCSE) Examinations	

Appendix II

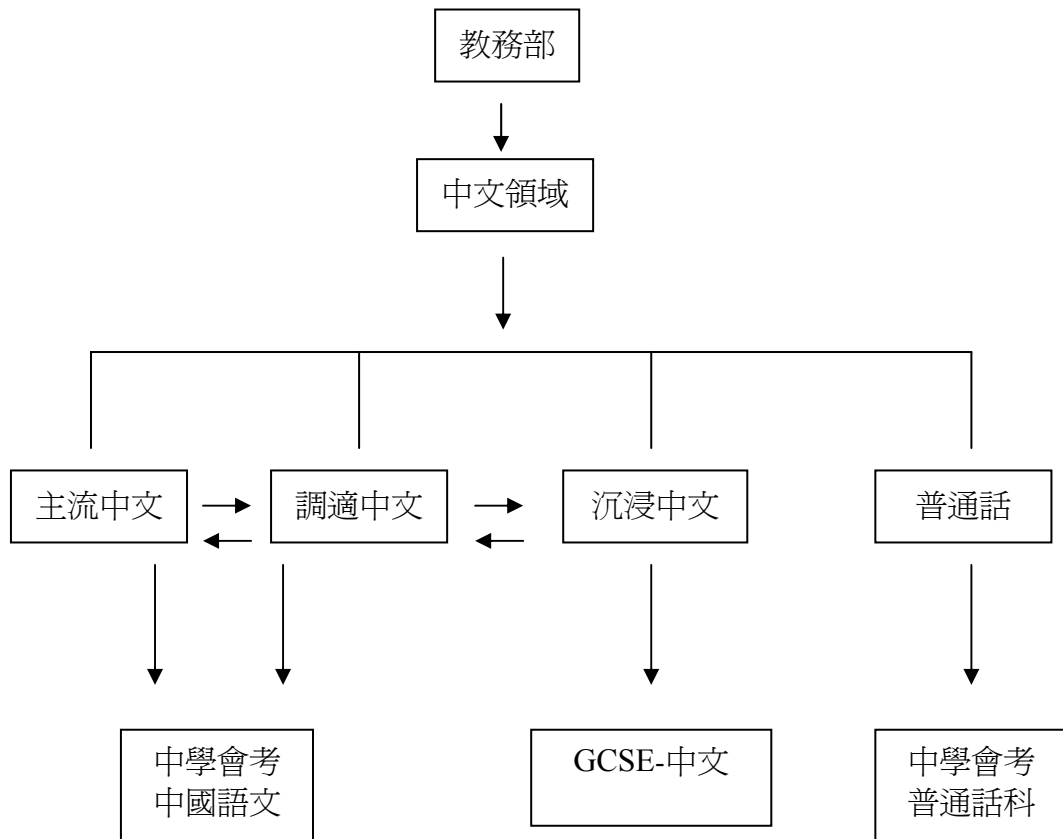
Exemplar on Chinese Language Teaching Plan

地利亞修女紀念學校（百老匯）
二零零六至零七年度中文科教學計劃

一、教學理念

1. 我校採全納多元文化教育（Inclusive and Multi-cultural Education）原則，所有學生享有平等和有效的學習機會，包括中文；
2. 體現校訓「和而不同」（Harmony in Diversity）的精神。

二、科目結構



三、科目教學

1. 普通話 (Putonghua)

依課程指引及認受教科書施教，採普通話音標教學；

中一至中三級與常規中文並修，中四、五改為選修科，並保送中學會考。

2. 主流中文 (Mainstream Chinese Language)

依課程指引及認受教科書施教，以粵語教學；

中一至中五必修科目，並保送中學會考；

2007年會考取消課文篇章，增加聽說，並採水平參照模式評核。

3. 調適中文 (Chinese Adaptation Programme)

依課程指引進行調適，設計校本教材，以粵語教學；

如調適中文跟常規中文掛鈎，須確保學生有基本能力考取中學會考中國語文科；否則宜當機立斷，在中四級轉軌。

4. 沉浸中文 (Chinese Immersion Programme)

依 GCSE 中文要求設計課程；

以英語及耶魯拼音教學，並過渡至漢字書面語；

中一至中三級為必修課程，中四、五屬選修課程。

四、學生分流

1. 所有入讀中一級華裔學生參加學能測驗；非華裔學生參加由中文第二語言科組設計的測驗，並按學生的表現分配到適合的中文班級；

2. 所有插班生如屬非華裔學生須完成擬報讀班級的中文測試，以便編入適當中文組別；

3. 學生須定期接受診斷測試，以便有效轉流。

(資料由地利亞修女紀念學校 (百老匯) 提供)

(information provided by Delia Memorial School (Broadway))

Appendix III

Exemplar on Chinese Characters Teaching

識字教學：配合律動唱誦的《十指山》

課題

歌謠《十指山》。全文共 20 字，內容以山喻指，藉以令學生認識中國數字。

學習目標

以字詞學習為主：

1. 認讀字詞：一、三、四、五、十、兩、座、山、指
2. 書寫字詞：一、三、四、五、十、山、手
3. 應用字詞：一、三、四、五、十

設計理念

1. 識字教學目標分層：分清認讀、書寫及應用的不同層次，減輕學生的學習負擔，加強學習成效。
2. 強調字形學習，讓學生掌握漢字筆順，打好基礎。
3. 因應學生好動活潑、音樂感強的特性，配合有趣的動作配合課文誦讀，提高學習動機。

對象

初學中文的非華語學生。

教學步驟

課節	教學重點	教學活動
一	讓學生認識「山」及「手指」等詞的形音義	<ol style="list-style-type: none">1. 運用圖片及實物，認讀名詞(山)、(手指)<ul style="list-style-type: none">➢ 展示圖片、字卡，介紹不同形狀的「山」2. 通過律動遊戲，理解課文<ul style="list-style-type: none">➢ 雙手的大拇指互接，做出「一座山」

課節	教學重點	教學活動
		<ul style="list-style-type: none"> ➤ 雙手食指互接，做出「兩座山」 ➤ 雙手中指互接，做出「三座山」 ➤ 雙手無名指互接，做出「四座山」 ➤ 雙手小指互接，做出「五座山」 ➤ 保持上述動作，並將手臂舉高，變成「十指山」
二	學習「一」「三」「四」「五」「十」等字的形音義	<ol style="list-style-type: none"> 1. 邊朗讀邊做動作，溫習課文 2. 遊戲（一） <ul style="list-style-type: none"> ➤ 老師出示字卡，學生按字卡上的數字豎起手指，朗讀數字 ➤ 老師隨意說數字，學生按指示豎起手指，朗讀數字 3. 遊戲（二） <ul style="list-style-type: none"> ➤ 學生抽取字卡，並按字卡的意思貼上適當數目的山 ➤ 核對答案，朗讀字卡上的數字 4. 完成「看圖填數字」工作紙
三	字形及筆順學習	<ol style="list-style-type: none"> 1. 字形學習 <ul style="list-style-type: none"> ➤ 觀看「山」及「手」字字形動畫（來源：http://www.dragonwise.hku.hk） 2. 介紹字形結構 3. 筆順學習 <ul style="list-style-type: none"> ➤ 示範「一」「三」「四」「五」「十」「山」「手」等字的筆順 ➤ 學生完成筆順練習紙
四	評估	<p>通過指讀、默寫進行評估</p> <ul style="list-style-type: none"> ➤ 學生認讀字詞 ➤ 學生書寫字詞

Appendix IV

Bridging Programme for Non-Chinese Speaking Students

To enable Primary non-Chinese speaking (NCS) students integrate smoothly into local primary education, the following programme is offered to them during the summer vacation prior to their entry to the local ordinary schools.

Programme Contents	The contents include speaking and listening of Cantonese, learning to write and read Chinese in order to meet the imminent needs in their daily life and inspire them to love learning Chinese language.
Programme Schedule	Half-day session, each of 3-hour duration, lasting for four weeks during the summer vacation.
Target	Primary 1 NCS students admitted through the Primary One Admission System and those NCS students promoted to Primary 2 to 4 each September.
Organisation and Programme Venue	Organisation: Schools which EMB invites to operate the programme. Programme Venue: Invited schools will inform the parents of the venue for the programme and other details.
Number of students in each class	15 – 20
Fee	Free.
Enquiry	2863 4697

Exemplar on Reading Activities

閱讀活動：伴讀過關

目標

通過同儕互助，個別指導的學習模式，組織伴讀大使，協助非華語學生閱讀，增加識字量，培養閱讀興趣與能力。

對象

有基本中文口語溝通能力、具一定識字量的學生。

設計理念

1. 協作學習：組織伴讀大使隊伍，協助非華語學生閱讀，通過朋輩互助，培養閱讀能力。
2. 循序漸進：選用有插圖、文字簡單的圖書。閱讀過程設五個「關卡」，要求逐步提高，寓閱讀於「過關」，激發學習動機。

活動形式

採取「一對一」或「一對二」的模式，每星期進行。

活動流程

閱讀過程分五個步驟進行，方法如下：

關卡	過關要求	活動目的
一	學生能正確跟讀 伴讀大使講故事、提問，使學生明白內容	<ul style="list-style-type: none"> ➤ 引發學習興趣 ➤ 明白故事內容 ➤ 培養聽說能力
二	學生能認讀故事中的字詞 伴讀大使指讀故事，幫助學生記憶讀音與字形	通過閱讀識字 <ul style="list-style-type: none"> ➤ 通過閱讀材料學習相同部件的字，集中識字 ➤ 學習字音與字形的聯繫，培養認讀漢字的能力

關卡	過關要求	活動目的
三	學生能了解字詞的意義 伴讀大使協助學生通過朗讀、 識字遊戲，熟習字詞	通過識字遊戲，鞏固字詞學習（學生二人一組，每人有課文的字卡數張。輪流抽取對方的字卡，朗讀字卡上的字，讀對得一分，並得該字卡；不會讀的字，要學習正確讀音。）
四	學生能應用所學的字詞 伴讀大使協助學生完成工作紙 （課文理解及字詞運用）	學習字詞運用
五	學生能講故事 通過對讀介紹故事內容	同儕協作學習 培養朗讀、說話能力

Exemplar on Writing Activities

寫作教學：情境寫作

目標

幫助學生循序漸進地掌握書面表達能力，由字詞到句、由句到段、由段到篇，記敘事情，抒發感想。

對象

已具備基本中文閱讀能力的非華語學生。

設計理念

運用情境教學，為學生創設寫作情境。同時，因應非華語學童寫作時遇到的困難，採取適切的教學策略：

困難	教學策略
缺乏語境	「創設語境」，豐富學生的生活經驗，創造素材
缺乏詞彙	設「詞彙簿」，為學生積累詞彙，作為他們的個人小詞庫
缺乏書面表達能力	進行「寫話課」，先說後寫，從而掌握相關句式及段落結構形式，提升表達能力，增強寫作信心

教學流程

課節	教學重點	學與教活動
2	創設寫作情境 認識中華文化—— 農曆新年	<ol style="list-style-type: none"> 1. 介紹寫作內容「中國傳統賀年食品—餃子」；介紹農曆新年吃餃子的習俗 2. 製作及品嚐餃子（須將過程錄影，以供後用） 3. 在活動中，教師通過介紹烹煮步驟，強調連接詞的運用

課節	教學重點	學與教活動
	積累詞彙	<ol style="list-style-type: none"> 1. 運用多感官圖表：圖表上列「視覺、嗅覺、味覺、觸覺、感覺」等欄目 2. 讓學生邊吃邊形容食物的外表及味道 3. 讓學生把相關的詞彙寫在小字條上 (有需要時，教師指導學生寫出正確的字體)，並按分類逐一貼在多感官圖表上 4. 運用詞彙簿：讓學生將多感官圖表的內容記錄於個人的詞彙簿上，以積累詞彙
2	學習書面表達方法：組詞成句、組句成段	<ol style="list-style-type: none"> 1. 寫話：形容餃子的外形及味道 <ul style="list-style-type: none"> ➢ 學生按多感官圖表上的指引，說出餃子的外表、味道及吃後的感覺 ➢ 在教師的協助下，學生以整句寫出所說的內容 2. 寫話：記述餃子的製作過程 <ul style="list-style-type: none"> ➢ 分段播放學生製作餃子的片段 ➢ 引導學生說出製作餃子的步驟 ➢ 在教師的協作下，學生用列點法以整句寫出所說的內容 ➢ 學生學習運用連接詞，將所列製作要點連成一小段
1	學習書面表達方法：連段成篇	<ol style="list-style-type: none"> 1. 引導學生將段落連綴成文，強調要齊備五素(時、地、人、事、感)，並按重點合理分段 2. 寫出時間、地點、人物、事件 3. 記述包餃子的過程 4. 描寫餃子的外表、味道及吃後感覺等 (多感官寫作)

Exemplar on Adaptation of Learning Objectives and Learning Modules

學習重點和學習單元調適舉隅

表一：學習重點的調適

	學習重點（第三學習階段：中一至中三）	為非華語學生學習中文進行的調適		說明
		調適學習重點	調適教學	
閱讀	<ul style="list-style-type: none"> 理解字詞在不同語境中的含義 	<ul style="list-style-type: none"> 理解學習和生活中常見的詞語（第一、二學習階段） 理解字詞在不同語境中的含義 	在遇到字詞的一詞多義、同義詞、詞義的色彩時，教師宜多加解釋，教學生分辨。	非華語學生由於缺乏中文母語習得的語感，對詞義判斷不夠準確，而且積累的詞彙量不多，所以首先要從基礎學起。例如教師在設計閱讀活動時，配合非華語學生成長的心智發展，選取適合青少年、貼近生活的內容作為學習材料，另一方面在開始時對學習內容的要求不宜太高，先採用小學學習階段的重點，從理解字詞的意思開始，再進一步深入理解不同語境中字詞的含義。
寫作	<ul style="list-style-type: none"> 組織結構（如開頭結尾、過渡照應、層次條理） 	<ul style="list-style-type: none"> 分段表達（第一學習階段） 整體組織 	教師宜先讓學生口頭表達，經過口語的選詞用字、說話組織等思考後再寫作。	非華語學生受文字表達的限制，或未能一開始即組織文章整體結構，因此在學習重點的學習上宜循序漸進，從語段開始，而在教學上則可多利用他們口語表達的優勢帶動寫作。
聆聽	<ul style="list-style-type: none"> 理解話語的深層意義 	<ul style="list-style-type: none"> 聽出話語中的主要信息（第一、二學習階段） 理解話語的深層意義 	要理解話語的深層意義，教師宜教學生分辨字詞的同音、同義、一詞多義和詞義的色彩，以聽出話語中的主要信息。	話語的深層意義多包含思維、文化和語言習慣等方面的要求，對於非華語學生來說，宜首先從聽出話語中的主要信息開始，進而探究其中的深層意思。
說話	<ul style="list-style-type: none"> 組織話語（如圍繞中心、安排層次、前後連貫） 	<ul style="list-style-type: none"> 組織話語（如圍繞中心、安排層次、前後連貫） 	加強字詞的一詞多義、同義詞、詞義的色彩、話語連貫等方面的教學。	說話一般是非華語學生學習的強項，在說話方面的學習重點不需特別調適，不過教師仍需在詞語運用及話語連貫方面多加注意。

表二：學習單元的調適

小學四年級學習單元調適			
主題 範疇	原本學習單元	調適後學習單元	說明
	中國傳統節日	節日（中國或其他地方的節日）	
閱讀	內容：《清明時節掃墓去》、 《中秋觀燈記》 重點：學習劃分段落，歸納段落大意	內容：《中秋觀燈記》、《歡渡新年》 重點：學習理解內容大意	非華語學生需要融入香港社會，同時對中華文化很有興趣，在學習中國傳統節日時，宜先了解節日背後的文化 and 歷史意義。如中秋節，教師宜先向學生介紹節日的歷史和來源，作深入淺出而有趣的講解。教師可將其中一篇文章換成講述非華語學生熟悉的節日，如不同族裔的新年，與中國的農曆新年作比較。在學習重點上，讓學生先理解內容大意，再嘗試歸納每一段的意思。
寫作	內容：《我最難忘的節日》 重點：學習按需要剪裁內容，安排詳略	內容：《我最難忘的節日》 重點：學習按寫作需要確定寫作內容	同樣的寫作題目，在內容上，非華語學生可以寫本民族或中國的傳統節日。在重點上，則學習根據寫作需要確定內容。
聆聽	內容：《重陽節的意義》 重點：學習邊聽邊記重點	內容：《重陽節的意義》（或可換成《節日介紹》/《_____節的意義》） 重點：學習聯繫生活經驗及已有知識以理解話語	為避免非華語學生因不了解重陽節的文化背景而影響學習，教師宜先向學生介紹節日的歷史和來源。教師亦可以因應非華語學生不同的文化背景，更換或增加相關的內容，例如探討不同民族如何慎終追遠，帶領學生進行多元文化交流。
說話	內容：「中國傳統節日」 重點：學習按需要剪裁說話內容，安排詳略	內容：「我最喜歡的節日」 重點：學習有條理地說話	學生可以根據生活經驗及文化背景，選擇最喜歡的本民族或中國傳統節日來介紹，增進學生之間的多元文化交流共享。

Sample Pages of Self-access Learning Resource Packages
for NCS students

We are compiling some resource packages to assist NCS students to learn Chinese language independently. Below are some sample pages from these packages:

Hong Kong Chinese Lexical Lists for Primary Learning
《香港小學學習字詞表》

Chinese Lexical Lists for Primary Level



Grid: Off On

Show Stroke Order

Radical	月部	Total No. of Strokes	4
Putonghua	yuè	Cantonese	jyut6

Show words belonging to: Key Stage 1 Key Stage 2 Key Stages 1 and 2

Chinese Lexical Lists for Primary Level			
月	moon; month	yuè	jyut6
月亮	moon	yuèliang	jyut6 loeng6
月份	month	yuèfēn	jyut6 fan6
月光	moon; moonlight	yuèguāng	jyut6 gwong1
月底	end of month	yuèdǐ	jyut6 dai2
月球	moon	yuèqiú	jyut6 kau4
月票	monthly ticket	yuèpiào	jyut6 piu3
月色	appearance of the moon	yuèsè	jyut6 sik1
月蝕	lunar eclipse	yuèshí	jyut6 sik6
月餅	mooncake	yuèbǐng	jyut6 beng2
上月	previous month	shàng yuè	soeng6 jyut6
日新月異	constantly changing and advancing	rì xīn yuè yì	jat6 san1 jyut6 jik6
明月	clear moon	míngyuè	ming4 jyut6
正月	the first month (of Chinese Year)	zhēngyuè	zing1 jyut6
歲月	time; ages	sùiyuè	seoi3 jyut6
滿月	full moon	mǎnyuè	mun5 jyut6
蜜月	honeymoon	mìyuè	mat6 jyut6
賞月	viewing the moon	shǎngyuè	soeng2 jyut6

Chinese Lexical Lists for Primary Level - Appendices

Appendix 1 - Four-character Idioms Note

日積月累	accumulating over a long period of time
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Courseware on Chinese Characters Writing

《點畫流形：漢字書寫學習軟件》



點畫流形 漢字學習軟件
CHINESE CHARACTER COURSEWARE

學習課程 Learning Modules

漢字小百科 A Little Dictionary of Chinese Characters

練習 Exercises

遊戲 Games

Chinese Language Education Section, CDI
Education Bureau, Hong Kong SAR Government
© Education Bureau

Sound Effects Exit

Language Learning Software on Traditional Chinese Virtues
《致知達德：小學中華傳統美德語文學習軟件》

Learn Chinese Traditional Virtues from the Classics | Personal Growth

Being Open-minded

Understand one's weaknesses and appreciate others' strengths

Stories: [Zhou Fang the Painter](#) [Li Mi and His Teacher](#) [Tang Taizong: An Open-minded King](#)

[[Learn from a Story](#) | [Let Us Discuss](#) | [Quotes from the Classics](#)]

Three stories are included for each traditional virtue. In each of the stories, there are three sections: “Learn from a Story”, “Let Us Discuss” and “Quotes from the Classics”.

“Learn from a Story”

Learn from a Story

Zhou Fang the Painter

Play animation: C P E



Story adapted from Volume 213, *Taipingguangji* 《太平廣記·第二百一十三卷》

Appendix IX

Examples of Learning and Teaching Resources Available

Listed below are only some examples of the learning and teaching resources available in the market. Teachers may refer to or use other references.

Titles	Organisations/ Publications
1. Dragonwise Series (Website)	Centre for Advancement of Chinese Language Education and Research, The University of Hong Kong http://www.chineseedu.hku.hk
2. Chinese Character Learning Software Package for South Asian Learners (Website)	Centre for Advancement of Chinese Language Education and Research, The University of Hong Kong http://www.chineseedu.hku.hk
3. 輕鬆讀寫樂悠悠 (Website)	Hong Kong Education City http://spld.proj.hkedcity.net
4. The Hanzi Quiz Program (Website)	http://www.abstractfactory.org
5. Write Chinese (Website)	http://mysite.verizon.net
6. Chineseblast : A Collaborative Learning Engine For Chinese (Website)	Dr. Insano, founder http://www.chineseblast.com
7. <i>A Glossary of Common Cantonese Colloquial Expressions</i> (Reference Book)	The Chinese University Press
8. <i>Chinese-English Dictionary</i> (Reference Book)	The Chinese University Press
9. <i>English-Cantonese Dictionary</i> (Reference Book)	The Chinese University Press
10. eStroke (Software)	EON Media Limited http://www.eon.com.hk
11. Chinese Charter Software (Software)	Changjei Computer Company http://www.cchar.com
12. <i>The right word in Cantonese</i> (Book, including Audio CD)	The Commercial Press (Hong Kong) Limited
13. <i>Communicate in Cantonese</i> (Book, including Audio CD)	The Commercial Press (Hong Kong) Limited
14. 《寓言世界》/ 《妙語拾趣》/ 《名人軼事》 (Book, including Audio CD)	Intelligence Press
15. 英文童話故事系列 (Book)	Ivy League

Appendix X

Multiple Pathways

1. Vocational Training Courses

The Vocational Training Council (VTC), Construction Industry Council, Clothing Industry Training Authority and other non-government funded institutions are prepared to give appropriate and flexible considerations regarding the Chinese Language requirements for NCS applicants. At present, the Hong Kong Institute of Vocational Education (IVE), which operates under the VTC, offers courses with English as the medium of instruction. The VTC and Construction Industry Council also recruit speakers of minority languages (e.g. Urdu and Nepali) to serve as interpreters in vocational training courses, and to translate course materials into these minority languages.

In view of the rapid growing population of ethnic minority youths in Hong Kong, the VTC has launched a new training scheme titled Ethnic Minority Project (EMP). The EMP offers a series of short term and whole-day bilingual (English and Cantonese) vocational courses in response to the needs of ethnic minority youth aged 15-24. The three key emphases of the programme are career-oriented training, language enhancement and life skills training. After completion of the programme, trainees who have successfully sought employment will be provided with a six-month career guidance and counselling service to consolidate their job knowledge and skills.

2. Pilot Applied Learning (ApL) Courses

To help ethnic minority students to acquire vocational knowledge and skills and to understand the job requirements of different vocational areas, tertiary institutions and professional bodies offer pilot ApL courses in the 2007-2009 school years. Should there be a substantial student demand, arrangements can be made for these courses to be delivered in English. While most of the ApL courses currently on offer are conducted in Chinese, e.g. Creative Multimedia Studies, InterNetworking in Business, Working with Children, Western Cuisine and Radio Host Presentation Skills, some of the ApL courses are conducted in English, including Health Care Practice, Practical Accounting for Small and Medium Enterprises, Understanding Financial Services and Events Planning and Operation.

Appendix XI

Programmes Offered by Various Tertiary Institutions in Hong Kong with English as the Medium of Instruction

NCS students fulfilling the entry requirements can apply for admission through the JUPAS scheme to the following institutions:

Institutions	Government-funded programmes		Non-Government-funded programmes
	Full-time or sandwich bachelor's degree programmes	Full-time associate degree (AD) programmes / Full-time or sandwich higher diploma (HD) programmes	Full-time or sandwich bachelor's degree programmes
City University of Hong Kong	✓	✓ (AD)	-
Hong Kong Baptist University	✓	-	-
Lingnan University	✓	-	-
The Chinese University of Hong Kong	✓	-	-
The Hong Kong Institute of Education	✓	-	-
The Hong Kong Polytechnic University	✓	✓ (HD)	-
The Hong Kong University of Science and Technology	✓	-	-
The University of Hong Kong	✓	-	-
The Open University of Hong Kong	-	-	✓

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