

**Consultation Paper on
Developing a “Supplementary Guide to the Chinese Language
Curriculum for Non-Chinese Speaking Students”**

EXECUTIVE SUMMARY

Preamble

1. The preamble summarises background information on developing the “Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking (NCS) Students”. Preliminarily, there are four curriculum approaches recommended: **Immersion in Chinese Lessons, Bridging / Transition, Learning as a Second Language, Integrated Use of the Above Approaches.**

Chapter I - Introduction

2. 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 the students.
3. The purpose of developing this Supplementary Guide 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.
4. Statistics show that the major languages spoken by NCS students are Urdu, English, Nepali, Tagalog and Hindi.
5. The language education policy of Hong Kong is to promote students’ language proficiency, making them bi-literate (in Chinese and English) and tri-lingual (in Cantonese, Putonghua and English). For better integration into the Hong Kong society, it is in the interest of NCS students to learn Cantonese and traditional characters, which are most widely used in Chinese lessons and the community as a whole.

Chapter II – Chinese Language & Chinese Language Learning

6. The modern Chinese language is tonal, morphologically analytic and using monosyllabic characters. It follows a subject-verb-object word order. The classifiers are obligatory, the modifier is placed before the modified, and there are only single consonants.
7. Affected by the differences of their mother languages from Chinese, NCS students are likely to encounter difficulties in learning Chinese graphemes, tones, vocabulary, classifiers, word order, etc.

Chapter III – Non-Chinese Speaking Students’ Experience of Chinese Language Learning

8. In developing the Supplementary Guide, we have commissioned experts to

conduct empirical researches and studied the experiences of teaching Chinese as a second language in various regions. Such findings have informed our recommended curriculum approaches.

9. Successful experiences of NCS students' Chinese Language learning include immersed learning, creation of language environment, continuous assessment and timely feedback. Major concerns include education opportunities, aspirations, pace of learning, appropriateness of learning programme, examinations and exits, ethnicity and culture, family support and communication with others.
10. Existing support measures include Designated Schools, various grants, induction programme, bridging programme, initiation programme, teacher professional development programmes, school network, on-site school support, Chinese Language Learning Centres, Quality Education Fund projects, etc.
11. School practice on curriculum adaptation can be categorised in three modes: immersion in Chinese lessons, bridging / transition, learning as a second language.

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

12. Schools may opt to use the following curriculum approaches flexibly:

- **Approach I - Immersion in Chinese Lessons**

Description of the Approach: NCS students are studying together with Chinese-speaking students. Schools may have to cater for students' varied needs in Chinese learning, and provide focused remedial teaching outside lessons to facilitate immersion in Chinese Language lessons.

Prevalent Conditions: students arrived in Hong Kong before teenage, had early contact with Chinese Language, learned Chinese in the kindergarten, almost reached the Chinese standard required for learning in Chinese.

Advantage: has rich Chinese language environment, provides peer assistance, displays racial harmony, merges different cultures.

Challenge: NCS students studying Chinese Language alongside Chinese speaking students of the school, demand for remedial programmes, need for diagnostic assessment tools.

- **Approach II - Bridging / Transition**

Description of the Approach: NCS students would have intensive studies in Chinese language for a relatively short period (from a few months to a year) until their standards are adequate for studying Chinese Language together with other students of the school.

Prevalent Conditions: students arrived in Hong Kong at teenage, have late contact with Chinese language, and 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.

Advantage: school provides focused learning, intensive learning, ample time for adaptation, makes allowance for lower Chinese standard at the start.

Challenge: need for diagnostic assessment tools, adoption of lower levels of competencies.

- **Approach III - Learning as a Second Language**

Description of the Approach: to facilitate students in learning Chinese as a second language, the function of communication is duly emphasised with daily-life contexts fully employed.

Prevalent Conditions: students are returnees or transient residents leaving Hong Kong after their study and do not aspire to stay in the Hong Kong education system or to seek employment in Hong Kong, or students arrived 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.

Advantage: easier learning for students, focus on survival / communication, allowance for selected (but narrower) learning and lower achievements.

Challenge: only meeting the basic demand of social communication.

- **Approach IV – Integrated Use of the Above Approaches**

Description of the Approach: to suit the different needs, aspirations and development of NCS students in the same school, it may be necessary for a school to develop more than one of the above approaches.

Prevalent Conditions: school has a large intake of NCS students with diversified backgrounds, different family expectations and demands, a wide range of Chinese language standards.

Advantage: school can offer different programmes, each with a critical mass, tailored to cater for individual student's needs.

Challenge: need to allocate more resources for designing various programmes with different targets to meet diversified needs.

13. Multiple exits for NCS students: (For the alignment of recommended approaches, assessment and exits, please refer to the diagram on the next page.)

Qualifications in Chinese Language: Hong Kong Certificate of Education Examination (HKCEE), Hong Kong Advanced Level Examination (HKALE), the coming Hong Kong Diploma of Secondary Education (HKDSE); General Certificate of Education (GCE), International General Certificate of Secondary Education (IGCSE), General Certificate of Secondary Education (GCSE).

14. Further Support to Schools:

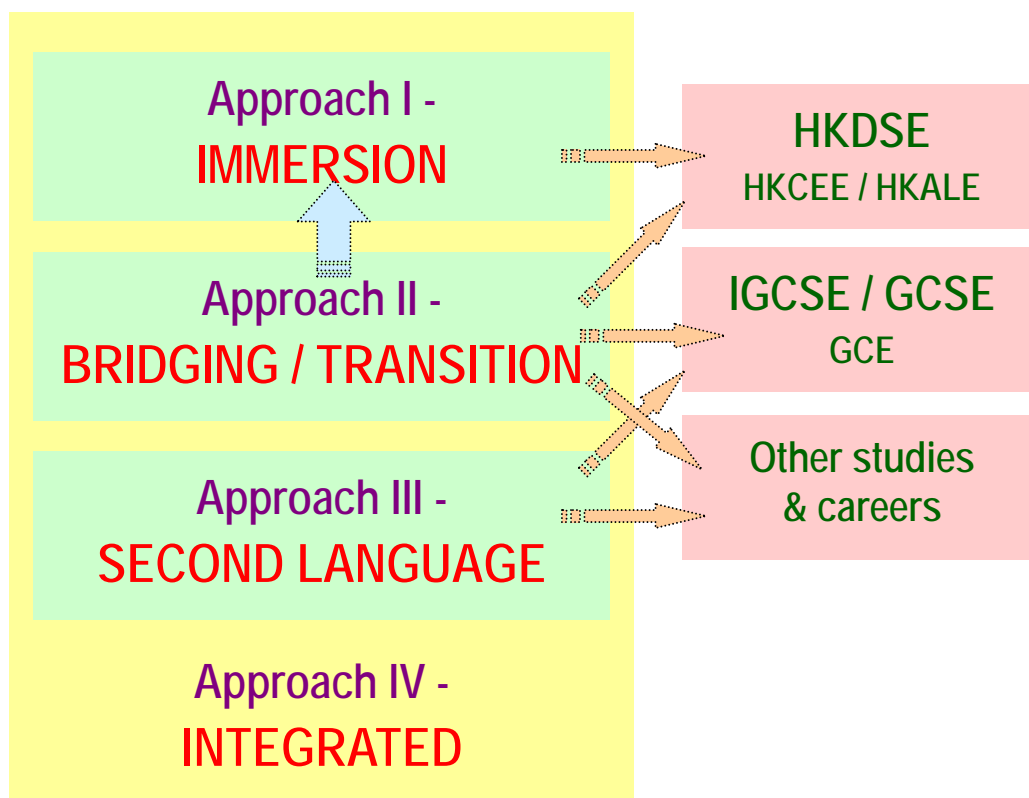
- Development of curriculum resources for NCS students: basic vocabularies, learning software, examples of adapted school-based curriculum plan, learning and teaching exemplars, learning materials, assessment tools for learning, etc.
- Continued on-site school-based support.
- Enhanced partnership schemes with tertiary institutes and Non-Government Organisations.
- Continued organisation of teacher professional development programmes.

Chapter V – Evaluation and Review

15. The Education Bureau, in collaboration with stake-holders of various sectors, will continue to review the situation of implementing these recommendations, launch

various research and development projects such as to develop bridging/ transition programmes, review learning materials, study NCS students' Chinese language standards, develop assessment tools and package materials. Taking into view the implementation effects, we will make appropriate adjustments on the development strategies.

APPROACH, ASSESSMENT & EXITS



Education Bureau

The Government of the Hong Kong Special Administrative Region

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