

For discussion on 23 June 2003

LegCo Panel on Education

Results of 2003 Language Proficiency Assessment for Teachers

Purpose

This paper is to inform Members of the results of the 2003 Language Proficiency Assessment for Teachers (LPAT) and the way ahead.

Background

2. The issue of language proficiency requirement for language teachers was first raised in the Education Commission Report No. 6 (March 1996). After four years' consultation and preparation, the present Language Proficiency Requirement (LPR) Policy was announced in September 2000. The LPR aims to provide an objective reference against which a teacher's proficiency in the language s/he teaches can be gauged.

3. The LPR is applicable to all English and Putonghua (PTH) teachers holding permanent posts in all primary and secondary schools. These teachers can attain the LPR through exemption, assessment (i.e. the LPAT) or a combination of both. For English/PTH teachers holding permanent posts since the 2000/01 school year, they can choose to attain the LPR through attending Language Proficiency Training Courses. The timeframe for teachers to attain the LPR is detailed at Annex 1.

4. As at mid-June 2003, a total of 3,832 English teachers and 842 PTH teachers have attained the respective LPR and another 2,794 English teachers and 1,761 PTH teachers are making progress in attaining the LPR. These English and PTH teachers represent 45 % and 47 % of the respective total number of serving English (15,000) and PTH teachers (5,600).

2003 LPAT

5. The LPAT is conducted in March every year by the Hong Kong Examinations and Assessment Authority (HKEAA), except the paper of Classroom Language Assessment (CLA), which is conducted by EMB. The assessment is open to any person with the minimum qualification of 5 passes

(including English and Chinese) in the HKCEE. As from the 2003/04 school year, there will be two sittings per year, with one in September and the other in March. This is to allow more flexibility for teachers to attain the LPR through assessment.

6. For the 2003 LPAT, the assessment results were released on 3 June 2003. However, due to the disruption to CLA caused by earlier suspension of classes, some 250 English and 150 PTH teachers in primary schools could only have their CLA completed in mid-June 2003. Such teachers will obtain their results very soon.

7. For this LPAT, a total of 2,704 candidates sat the English papers and 1,582 sat the PTH papers, tripling the number of candidates at the 2002 LPAT. This year, candidates were for the first time invited to indicate, on a voluntary basis, whether they were serving teachers or not. Taking into account those who claimed to be teachers and the number of candidates for the CLA paper which is restricted to serving teachers, we estimate that 1,383 English teachers and 805 PTH teachers sat the 2003 LPAT. On the other hand, information supplied by schools indicates that 424 English teachers and 173 PTH teachers who joined or re-joined the profession in the 2001/02 school year ('new teachers') sat the 2003 LPAT. A summary analysis of the results is at Annex 2.

8. It is noted that apart from the English Reading paper, the results of self-claimed teachers are slightly better than those of all candidates. However, the performance of new teachers is below that of all candidates. Overall, a high percentage (around 90 %) of teachers have attained level 3 or above in the CLA paper in both subjects. This reflects that in general, serving English and PTH teachers have no difficulty conducting classes in these two languages.

Teachers Joining the Profession in 2001/02

9. According to the LPR timeframe, English/PTH teachers who joined or re-joined the profession in the 2001/02 school year (i.e. the 'new teachers') have to attain the LPR by 31 August 2003. Schools and teachers have been repeatedly reminded of the timeframe for attaining the LPR and the need to work out contingency plans in case any of the 'new teachers' should fail to attain the LPR by the due date and hence become ineligible to teach the language subjects.

10. There are 643 new English teachers and 252 new PTH teachers who have to attain the LPR by 31 August 2003. The updated attainment status of these 'new teachers' is summarized at Annex 3. While 231 English teachers have met the LPR through exemption, LPAT or both means, another 79 are granted extension of the LPR deadline for one year in consideration that they are either pursuing a course that would soon qualify them for exemption or a Postgraduate Diploma/Certificate of Education programme with a major in English. This is because if they are not allowed to teach English in the coming school year, they will not be able to continue studying the programmes. For PTH, 134 'new teachers' have attained the LPR.

11. It is noted that amongst the 'new teachers', 333 English and 117 PTH teachers cannot attain the LPR. These teachers will become ineligible to teach the relevant language subjects as from September 2003 until they attain the LPR in the future.

Way Ahead

12. Ineligible teachers who wish to continue to teach English/PTH in the future are encouraged to study and improve their language proficiency. Where appropriate, they may take a degree course or/and a teacher training course in the relevant subject in order to gain exemption from the LPR in due course. Alternatively, they can take other related language training courses and re-sit the LPAT. On the other hand, those ineligible teachers who do not major in English/PTH and have no intention of teaching the language subjects in future may teach other subjects for which they are qualified.

13. Schools with ineligible teachers would have to work out plans to deal with the situation. As indicated at Annex 4, most of the schools involved only have one or two ineligible English/PTH teachers and they should not have much difficulty in coping with the situation. However, schools with three or more ineligible teachers may be a cause for concern. Over the past two weeks, we have approached all these schools to work with school heads on plans to deal with the situation, bearing in mind the interest of students. It is noted that a majority of the ineligible teachers would be deployed by the schools to teach other subjects for which they are qualified. Their English/PTH teaching load would be taken up by either the existing language teachers or the new recruits. However, the staffing situation of some schools may make it difficult to keep all their ineligible teachers in their establishments. In such cases, the schools

would have to recruit other qualified language teachers to replace the ineligible teachers.

14. It is projected that about 450 student teachers, with training in the teaching of English, will graduate this summer. Among them, some 280 are eligible for LPR exemption. These language teachers may help fill the vacancies arising from the replacement of ineligible teachers.

Conclusion

15. Members are invited to note the 2003 LPAT results and the way ahead.

Education and Manpower Bureau
June 2003

**Timeframe for English/Putonghua (PTH) Teachers
to meet the Language Proficiency Requirement (LPR)**
英文 / 普通話科教師達到語文能力要求的日期

Teachers 教師類別	Deadline for meeting LPR 符合語文能力要求的日期	Means to meet LPR 達到語文能力要求的途徑
English/PTH teachers holding a permanent post as from the 2000/01 school year 從 2000/01 學年起已經在職的英文 / 普通話科常額教師	By 31 August 2006 2006 年 8 月 31 日前	Training, exemption, assessment or a combination of these means 修讀課程，獲得豁免，參加評核，或結合使用上述三種方法
Teachers of other subjects holding a permanent post as from 2000/01 school year and deployed to teach English/PTH from the 2001/02 to 2003/04 school years. 從 2000/01 學年起已經在職的其他科目常額教師，而於 2001/02 至 2003/04 學年期間調派任教英文 / 普通話科者	By 31 August 2006 2006 年 8 月 31 日前	
English/PTH teachers joining or re-joining the teaching profession and holding a permanent post from the 2001/02 to 2003/04 school years 在 2001/02 學年至 2003/04 學年期間入職或重新入職的英文 / 普通話科常額教師	Within the first <u>two</u> years of teaching the language 在任教英文 / 普通話科的 <u>首兩年內</u>	Exemption and/or assessment 獲得豁免及 / 或參加評核
<ul style="list-style-type: none"> English/PTH teachers joining the teaching profession and holding a permanent post in the 2001/02 school year 在 2001/02 學年入職的英文 / 普通話科常額教師 	By 31 August 2003 2003 年 8 月 31 日前	
<ul style="list-style-type: none"> English/PTH teachers joining the teaching profession and holding a permanent post in the 2002/03 school year 在 2002/03 學年入職的英文 / 普通話科常額教師 	By 31 August 2004 2004 年 8 月 31 日前	
<ul style="list-style-type: none"> English/PTH teachers joining the teaching profession and holding a permanent post in the 2003/04 school year 在 2003/04 學年入職的英文 / 普通話科常額教師 	By 31 August 2005 2005 年 8 月 31 日前	

<p>Any teacher holding a permanent post who <u>begins</u> teaching English/PTH from the 2004/05 school year</p> <p>從 2004/05 學年<u>開始</u>任教英文 / 普通話科的常額教師</p>	<p>Must meet the LPR prior to teaching the subjects (except the part on ‘Classroom Language Assessment’, which must be met within the <u>first</u> year of teaching)</p> <p>在開始任教該語文<u>之前</u>各卷別均已達語文能力要求(課堂語言除外，該卷亦須在教師任教英文 / 普通話科的<u>第一年內</u>達到要求)。</p>	
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2003 LPAT results**2003 年教師語文能力評核的結果**

Subject/Paper 科目/卷別	All candidates 全部考生		Self-claimed teachers * 報稱教師		2001 New teachers 2001 新入職教師	
	No. 人數	Passing rate 合格率	No. 人數	Passing rate 合格率	No. 人數	Passing rate 合格率
English 英文科	2,704		1,383		424	
Paper 1 (Reading) 閱讀理解	1,968	1236 (63%)	1,027	637(62%)	327	150 (46%)
Paper 2 (Writing) 寫作	1,998	801 (40%)	1,025	451(44%)	373	154 (41%)
Paper 3 (Listening) 聆聽	1,985	1,419 (71%)	1,019	734(72%)	351	207 (59%)
Paper 4 (Speaking) 口語	1,878	847 (45%)	1,024	512(50%)	355	114 (32%)
Paper 5 (CLA) 課堂語言運用	1,125	992 (88%)	1,125	992 (88%)	317	268 (85%)
Putonghua 普通話	1,582		805		173	
Paper 1 (聆聽與認辨)	1,279	781 (61%)	632	423(67%)	118	62 (53%)
Paper 2 (拼音)	1,279	1,015 (79%)	634	545(86%)	122	98(80%)
Paper 3 (口語能力)	867	483 (56%)	403	250(62%)	83	36 (43%)
Paper 4(課堂語言運用)	643	612 (95%)	643	612 (95%)	152	141(93%)

* Self-claimed teachers include those who claimed as Serving Teachers plus those who have sat for CLA. 報稱教師包括報稱為在職教師及出席課堂語言運用評核的教師。

Progress of new teachers (those who joined the profession in the 2001/02 school year) in meeting the Language Proficiency Requirement

2001/02 學年入職的英文/普通話科教師達到語文能力要求的情況

English 英文科	No./% of new teachers 教師數目/百份率						
	Total no. 總數	Attained LPR 達到語文能力要求		Granted 1-year extension 獲延期一年達到語文能力要求		Have not attained LPR 未達語文能力要求	
		No.	%	No.	%	No.	%
Primary 小學	435	118	27.1	51	11.7	266	61.2
Secondary 中學	208	113	54.3	28	13.5	67	32.2
Total 總數	643	231	35.9	79	12.3	333	51.8

Putonghua 普通話科	No./% of new teachers 教師數目/百份率						
	Total no. 總數	Attained LPR 達到語文能力要求		Granted 1-year extension 獲延期一年達到語文能力要求		Have not attained LPR 未達語文能力要求	
		No.	%	No.	%	No.	%
Primary 小學	206	104	50.5	1	0.5	101	49
Secondary 中學	46	30	65.2	0	0	16	34.8
Total 總數	252	134	53.2	1	0.4	117	46.4

Number of schools with ineligible English/Putonghua teachers
有未能達到語文能力要求的英文/普通話科教師的學校數目

English 英文科	Number of schools 學校數目				
	With new teachers appointed in 2001/02 有2001/02學年入職的教師	(i)	(ii)	(iii)	Total 總數
		With 3 or more ineligible teachers 有3位或以上教師未能達到語文能力要求	With 2 ineligible teachers 有2位教師未能達到語文能力要求	With 1 ineligible teacher 有1位教師未能達到語文能力要求	(i)+(ii)+(iii)
Primary 小學	272	15	40	122	177
Secondary 中學	145	2	10	41	53
Total 總數	417	17	50	163	230

Putonghua 普通話科	Number of schools 學校數目				
	With new teachers appointed in 2001/02 有2001/02學年入職的教師	(i)	(ii)	(iii)	Total 總數
		With 3 or more ineligible teachers 有3位或以上教師未能達到語文能力要求	With 2 ineligible teachers 有2位教師未能達到語文能力要求	With 1 ineligible teacher 有1位教師未能達到語文能力要求	(i)+(ii)+(iii)
Primary 小學	168	0	9	79	88
Secondary 中學	44	0	0	16	16
Total	212	0	9	95	104