



Hong Kong Unison Limited  
香港融樂會有限公司

**Response to the Consultation Paper on  
Developing a ‘Supplementary Guide to the Chinese Language Curriculum for  
Non-Chinese Speaking Students’**

**March 2008**

**A. Forewords**

Ever since her colonization, Hong Kong has always been a multi-cultural community. According to the 2006 Bi-census, the ethnic minority population exceeded 340,000. Hong Kong is the permanent home to these people; some of their families might have settled here for more than 3 to 4 generations. Regrettably, our governments, either the previous Colonial or the present Special Administrative ones, have never taken good care of them. The officials even turned a blind-eye to obvious discrimination.

The Hong Kong Unison Limited is a non-government funded charity organization. Our aim is to foster cross cultural equality and multi-racial harmony. We fight for equal rights and opportunities for ethnic minority groups. In the education field, we have always been asking for a special Chinese Language curriculum catering for the Non-Chinese Speaking (NCS) students. With the mastery of Chinese language, NCS children could further their studies or seek job opportunities in Hong Kong. They could, then, preserve their competitiveness in the pre-dominantly Chinese-speaking community.

When the Consultation Paper on Developing a ‘Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students’ (the Consultation Paper) was released in January this year, we thought that our years of struggle has finally borne fruit. However, we were greatly disappointed by the document. It was vague and unsubstantial, at its best. The 4 proposed curriculum framework could not possibly cater for the needs of NCS students.

According to the 2006 Bi-census, there are 28,722 full-time ethnic minority students. If students of alternative learning mode were included, the number goes up to 31,689. We hope our government would really uphold her Racial Equality Principles by putting more resources on the development of a specific Chinese Language curriculum and graded assessment criteria for the NCS students so that they could learn the language gradually and practically.

**B. Unison’s Response to the Consultation Paper**

*1. Did not take into consideration good, practical examples of our neighbouring regions like Mainland China, Taiwan and Singapore*

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Before drawing up the Consultation Paper, EDB officers were sent to visit Mainland China, Taiwan and Singapore. Their task was to study the implementation of Chinese Language curriculum in these regions. However, little of these experiences were considered; only a brief outline of the practices was included in Section III of the document. There was neither a detailed study nor an evaluation on their curriculum planning, assessment and implementation measures. Worst of all, no usage or reference were made to the good, practical examples observed from the visits in drawing up the Consultation paper. Unison considered the visits a waste of public resources.

## ***2. Painting a rosary picture, disregarding the bleak reality***

It was repeatedly stressed in the Consultation Paper that the current Chinese Language curriculum already provides a sufficiently “adaptable and wide curriculum framework” that could cater for the needs of all students in Hong Kong, ethnic minority students included (*see Page 1, paragraph 1.2 of Page 3, paragraph 3.5.1 of Page 14, paragraph 3.5.1 of Page 15*). We cannot find any solid proofs on this claim throughout the document. On the contrary, according to the findings of a research jointly carried out by the Hong Kong Professional Teachers’ Union (PTU) and Unison last July (*see Attachment II, the Research*), 75% of the teachers interviewed opined that the current Chinese Language curriculum designed for local Chinese students was NOT assessable to the NCS ethnic minority students. The discrepancy reflects that officers do not have a genuine understanding of the reality in schools.

## ***3. Enforcing integration, neglecting students’ needs and problems***

As mentioned in the previous paragraph, the majority of teachers (75%) opined that the current Chinese Language curriculum is not assessable to the NCS students; however, the EDB still insisted on an “integration” policy (*see paragraph 3.5.2 of page 18*) that is to put NCS students into the same classrooms with local Chinese and use the same Chinese Language curriculum (*see paragraph 3.5.3 of page 19*). Out of the 4 curriculum frameworks proposed, 3 were targeted on it (*see paragraph 4.2.1 of page 27, see paragraph 4.2.2 of page 32, see paragraph 4.2.4 of page 38*): to get NCS students integrated into the Chinese medium stream and to learn Chinese with their local counterparts as quickly as possible through extra out-of-classroom support.

We believe that the learning of Chinese takes a long period of time; some out-of-classroom support plus odd short-term intensive courses could not enable the NCS students to acquire sufficient proficiency to join in the main stream Chinese



classes. If integrated, they will eventually lose their interest and motivation to learn Chinese when they fall far behind their schoolmates academically.

Unfortunately, EDB officials underestimated the difficulties NCS students face in learning Chinese. They assumed that having started to learn Chinese at a young age should solve all the problems (*see paragraph 1.2.2 of page 4*); but reality is very different from the assumption. Besides, the Consultation Paper failed to take into consideration a major dilemma faced by most NCS students, and that is ‘**speaking but not reading and writing**’. If the NCS students could not master the reading and writing skills of Chinese, they could not meet homework and assessment requirement even though they could understand their teachers in class.

#### **4. Shirking responsibility, failing to provide sufficient support to teachers and schools**

The Consultation paper suggested schools and teachers to tailor-make curriculums, to provide therapeutic support, to adopt small class teaching, etc (*see paragraph 3.5.1 of page 15, paragraph 4.1 of Page 26*) for NCS students so as to cater for their diversified needs. In our opinion, curriculum design is not a part of teachers’ core duty; it is not their specialty as well. The above-mentioned suggestion not only added to the already overload burden of teachers, it might also affect their teaching.

On the one hand, EDB increases the demand on front-line teachers; on the other, the bureau is not providing sufficient resources for these addition measures. Curriculum designing and tailoring, small class teaching, all requires extra resources and manpower. According to the Research (*see Attachment II*), 75% of teachers interviewed could not find suitable Chinese textbooks for their NCS students; 73% said they encounter difficulty while designing an alternaive curriculum and 76% complained that EDB had not provided them with appropriate curriculum and assessment guides for the teaching of Chinese language to NCS students. As such, EDB should provide extra resources for designated schools to help teachers overcome their difficulties. Most important of all, a specific curriculum and related guidelines should be designed to cater for the needs of NCS students. Besides, EDB should also sponsor publishers or organizations such as universities to write Chinese textbooks and other teaching material.

There were similar precedent cases of government-funded production of high quality Chinese textbooks and teaching material. Quoting the 1994 SCOLAR Report,



*“2.68 In 1998, the Government has formed Chinese Textbooks Committee, to explore how to encourage the publication of high quality Chinese language textbooks and teaching materials. Until now, there have been 92 sets of Chinese language teaching materials being published for 32 secondary schools under the Government subsidy.”*

*(Translated version, please refer to the Chinese original wordings )*

As there was precedence, and the outcome was encouraging, the government should seriously consider sponsoring publishers for such ventures.

### **5. Few schools get extra subsidies and support**

At present, there are over 180 schools which admit students whose mother-tongue is not Chinese. Among them, only 15 designated schools (according to the 08/09 Budget plan number of designated schools will be increased to 25 with 2 years) receive extra assistance and funding from the government. The consultation documents mentioned that the schools could use the subsidies in a flexible way and applied for Quality Education Fund (paragraph 3.6.2. on p.21). However, the funding and subsidies do not aim at helping the NCS to learn Chinese. The schools have to take into consideration the needs of different subjects and the other students when they utilize the resources.

Besides, in paragraph 4.8 of the consultation documents, supporting service such as school-based supporting service, partnership plan and community support are mentioned (p.45-47). These measures do not address our major needs. The EDB must take more responsibility in rendering financial assistance and providing extra manpower to the schools.

### **6. Categorizing students randomly, thus making them virtually illiterate in Chinese, is against the principles of Education.**

The 4th chapter of the documents emphasized that most NCS of the ethnic minority consider Hong Kong as their home (p.25). Then, in contradiction, they are said to be divided into 2 groups. It was said that part of them would only stay in Hong Kong temporarily and they would neither further their studies nor work in Hong Kong. Hence, they only need to use Chinese as their second language for daily use and communication (paragraph 4.2.3 on p.36).

The above categorization does not have any empirical support. This reflects the serious mistake made by the Curriculum Development Institute. They provide two sets of Chinese curricula for the NCS because they need to learn Chinese for a transient



purpose. But, actually the NCS wish to learn Chinese as a second language and require a suitable

Chinese curriculum. However, the CDI has not made sufficient preparation for the NCS students so that they can reach a satisfactory level of Chinese which enables them to learn Chinese together with the local Chinese students. This is really a disappointing policy.

**7. *The problem concerning the career prospects of the NCS has not been addressed.***

The NCS and their parents show concern about their career prospects. According to the population statistics, there are 23,444 NCS who are under 15 years of age and there are only 5,278 NCS who are over 15. This great difference indicates that many NCS cannot continue their studies after secondary five due to the language problem.

The consultation documents point out that the NCS, after taking the Chinese curriculum, can sit for the HKCEE, HKALE or the Hong Kong Diploma of Secondary Education Examination (paragraph 4.2.1 on p.30). However, it is extremely difficult for the NCS to get good results in the public examinations. If their results are unsatisfactory, their future prospects will be adversely affected.

Many NCS choose to take the GCE, IGCSE, or the GCSE. However, the examination fees are very high (the fee is 4 times that of the HKCEE). This is a heavy burden to most of the NCS. We request that the government subsidizes the examination fees of the NCS so as to encourage them to take other recognized Chinese examinations besides the HKCEE. At present, the government also subsidizes students taking French in the IGCSE so that the examination fee is comparable to that of the English and Chinese subjects in the HKCEE.

In addition, the EMB has encouraged the NCS to take Chinese in the GCSE. However, since the results of this examination are released two weeks after that of the HKCEE, even though their results meet the requirement, they are unable to apply for a place in Form Six. Due to this time gap, we hope that the relevant results of the IGCSE will be released earlier, and if possible, on the same date and on the same result slip of the HKCEE, just as the arrangement made for the release of the results of French in the IGCSE. This can facilitate the admission procedures for the NCS and this will do justice for them as well.

Most importantly, the new senior curriculum will start in September next year. The EMB should make clear whether these examinations will still be recognized. Is it



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compulsory for the NCS to take Chinese in the Hong Kong Diploma of Secondary Education Examination? Is there any special arrangement for them?

### **8. Lack of consistent assessment tools and assessment criteria**

In order to assess the Chinese standard of the NCS, we need a system of consistent assessment criteria. However, this is lacking in the consultation documents. Besides a suitable Chinese curriculum, the EMB has to set suitable tests to assess the Chinese proficiency of the NCS in different stages so as to improve their Chinese standard. To the prospective employers, the results of the assessment will enable them to gauge the Chinese proficiency of the NC graduates.

### **9. No incentives to encourage teachers to improve their teaching effectiveness**

Teaching the NCS who lack a good foundation in Chinese and an environment to use the language is an uphill task. The consultation documents require teachers to make extra preparation, but no incentives such as formal training, encouragement and merits are given. The relevant professional qualifications of the teachers are not recognized. Hence, suitable persons are not encouraged to enter the profession.

### **10. Only verbal support. No concrete measures are taken.**

The 5th chapter of the consultation documents proposed that the current teaching materials for NCS will be examined and diversified teaching materials, diagnostic tools and bridging programmes will be designed. Yet the time frame of these measures has not been decided. This makes us doubt about the sincerity of the Government.

### **11. Grammar drilling is insufficient**

The 2nd chapter of the consultation documents point out the difference between the Chinese and the mother tongue of the NCS. The language interference may affect their learning process tremendously. This constitutes their major learning hurdle. Regrettably, the document only points out the difficulties, but there are no solutions. As pointed out by many teachers, the NCS have to master the grammatical items in Chinese before they can learn Chinese well. The present curriculum lacks drilling in this aspect.

### **12. The consultation documents show discrimination**

The Government reveals that the aim of this consultation document is to enhance the teaching effectiveness of Chinese for the NCS by designing supplementary curriculum



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guidelines. Ironically, the document has only a Chinese version (the English version is only made available at the end of February only because of the server critics by Unison and other concern groups). The NCS and their parents cannot understand the contents by any means. This reflects the insensitivity of the Government officials and this also raises the issue of racial discrimination.

Besides, the Government officials who write this document lack sufficient knowledge of the ethnic minority. For example, on page 20 in the document they mentioned the Indians mainly eat rice and curry. This is in conflict with the reality.

One issue which is worth mentioning is that (consultation document paragraph 4.4) the EMB has developed a self-access learning software for the NCS. Yet most of the NCS families are not well-off and they do not have a computer at home. Worse still, one of the software called “vocabulary table for primary students” (p.62 appendix 8) requires students to type Chinese characters. How can the NCS whose Chinese vocabulary repertoire is limited manage to type the characters? Have the officials who design the software realised that? Do they only want to complete their assigned task and forget the real needs of the students?

### **C. Summary and our requests**

Owing to their limited Chinese language proficiency, the ethnic minority community in Hong Kong has long been suffered from direct and indirect discrimination, facing unnecessary obstacles in employment and further studies. Some of them have to rely on social security, which in turns increase the pressure on the society. Being influenced by their religion and culture, most of them would love to make a living by themselves, instead of reliance on social welfare.

Another matter neglected by the Government is the composition of the ethnic minority population. While the general population is moving towards aging, the majority of ethnic minorities living here is young people. For those ethnic minorities residents aged below 15, if they were provided enough opportunities to learn Chinese; they would be more easily integrated into the society and more likely to escape from the poverty cycle. To the society as a whole, these people constitute a valuable resource of manpower, which could contribute to the continuing development of the economy.



**D. Our requests**

- 1) The Education Bureau should formulate a language education policy with the Chinese as second language. An independent tailor-made Chinese Language curriculum should be provided for NCS students, together with relevant guides and learning materials;
- 2) The Education Bureau should develop independent assessment tools and benchmarks for NCS students, with learning objectives in different stages. The idea is to enable NCS students to learn Chinese Language on a step-by-step basis, so that they could catch up with local Chinese students gradually;
- 3) To deal with the problem of lack of textbooks, the Education Bureau should commission/sponsor publishers or other institutions (like universities), to produce Chinese textbooks and other learning materials specifically for NCS students;
- 4) Besides those designated schools, the Education Bureau should provide additional resources and supports to all the other schools admitting NCS students;
- 5) As the new academic structure for senior secondary education is about to be implemented, the Education Bureau should clarify if it would still recognize the qualifications obtained from GCE, IGCSE and GCSE exams in future, or the NCS students have to take the Chinese Language subject in the new HKDSE. Bridging and transitional arrangements, if any, should also be announced as soon as possible;
- 6) The Education Bureau should provide financial assistance to those NCS students enrolling the aforesaid international recognized Chinese Language examinations, so that the entry fee will be the same as that of HKCEE;
- 7) The Education Bureau should discuss with relevant parties, to have the results of the Chinese Language exam in GCSE announced at the same time with HKCEE. For the convenience with admission of students, a unified examination report should also be provided, containing results of HKCEE and other exams taken by the students.
- 8) The Education should provide suitable incentive, for example, reward and validation, systematic and in-depth training and recognition by professional qualification, to encourage more teachers undergo training about Chinese Language teaching for NCS students.



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Encl.:

Appendix 1: Paragraph 2:55 to 2.85, SCOLAR Report, Education Commission (1994)

Appendix 2: “Ethnic Minority Students Learning Chinese”, A Survey of Frontline Teacher’s Experiences, by Hong Kong Unison and Hong Kong Professional Teacher’s Union (*Chinese Version Only*)



### 課本及學習材料的發展

2.65 要獲准成為推薦學校使用的讀物，一本課本必須通過課程發展處學科專家的檢查。檢查的主要準則在於是否依循課程綱要，語言和講解方式是否適當。各學校獲勸喻限制學生必須購買課本的數目。英文課本通常都輔以補充讀本，但很多時，學校所選用的課本是課程唯一規定使用的學習材料。

2.66 課程綱要的設計，以中等能力（事實上是中等以上）的學生為對象，並且作出一個合理的假定，認為教師應作出選擇，迎合低於中等水準學生的需要。為安全計，出版商通常都嘗試在一本課本中納入全部課程綱要所開列的範圍。許多教師可能是感到或是真正受到學校／家長施加的壓力，都會嘗試「教完課本」，而不理會學生的學習能力。

2.67 輔導視學處開辦一些主要學科的教學資源中心，供人查閱或抄錄由教師製作的材料與計劃。中文及英文教學中心最近已遷至地方較小的新址。語文教育學院也為語文教師開辦一個大型的資源中心。這些中心為教師提供有用的支援，而且最低限度獲得那些能方便往返資源中心的教師善予使用。我們覺得當局仍須加倍努力，以能更充分滿足語文教師的需要。

2.68 政府於一九八八年委任了一個中文課本委員會，就如何鼓勵出版更多高質素中文課本及教材，提供意見。至今為止，在政府資助下，已出版了為三十二個中學學科而編寫的九十二套中文課本。不過，一些學校仍然指出，由於未有適合的中文課本，其中文班仍須使用英文課本。

2.69 由課程發展處和香港電台聯合製作的教育電視節目，範圍及於小四至中三不同學科，其中包括中文及英文科，以及一些與現今社會有關的特別課題。除英文科外，全部教育電視節目都是以中文進行，學校的標準校具一覽表包括了電視及錄影機，而且有關方面還提供教育電視節目錄影帶的租借服務。有些學校認為標準校具並不足夠，因為電視機必須預早訂用，也須從一間課室轉移到另一間。

2.70 國際學校、英童學校基金會學校和私營小學都廣泛採用電腦作教與學之用途。有助學生學懂閱讀、寫作、聆聽及講話技能的高質素電腦軟件，最低限度以英文運作的軟件，市面均有出售。不過，本港小學未獲政府提供電腦以作教與學之用途。中學方面，電腦的提供，只限教授普通電腦及電腦計算學科之用，而這些電腦裝置，只限於特別的電腦室，不是在一般課室裏。為學校提供的標準硬件是可以支持中國語文課程的。

## 附錄一

### 課程策劃及課程綱要發展

2.55 我們認為目前的課程策劃及課程綱要發展安排失當，無法為語文能力的發展提供充分的支援。以下是一些顯示其弱點的例子。

2.56 本港的複雜語言狀況，並未在課程指引及課程綱要中提及。課程指引及綱要皆假定小學生能同時發展外語及母語技能，而中學生可以使用其中一種教學語言學習同一內容。

2.57 教育語言這個概念（即在教與學每一方面的語言運用），並未在課程發展處、輔導視學處、師資教育機構或各學校的專責職位中反映出來。中文和英文課程綱要，都是各自分別發展出來的。其他學科的課程綱要，很少提及語文在認知發展中的重要性。

2.58 中文能力水平普遍被指稱為不理想。造成這個現象，可能有若干與課程有關的原因。例如，對課程中中國語文科的目標沒有明確的共識。有些學者及教育工作者強調中文為認知發展與溝通的工具，其他則強調它作為傳遞道德及文化價值觀念的工具。對目標沒有共識，造成課程綱要發展方面有困難。教授中文的方法，也許並非常常有效。還有，各方面未有任何研究，以支持一些中文發展的理論、特別的課程綱要模式、以及特別的教與學策略。

2.59 雖然聽與講在中文課程綱要裡佔主要地位；但在教學上，這些技能往往被忽視，部分原因可能是直至最近之前，聽與講都不是公開考試的範圍。這種現象現正在補救中，新的高級補充程度中文與文化科便包括了口試及聆聽部分。

2.60 在小學課程中，花在英文科的時間反映了大部分家長要子女盡早學習多些英文的期望，他們沒有考慮過在課室以外子女缺乏機會使用英文。小學英文課程綱要缺乏以下幾方面的支持——

- \* 兒童語言發展的理論；
- \* 雙語環境中語言發展的研究；
- \* 對發展母語及第二語言語文能力有效方法的專業意見。

（本文節錄自教育統籌委員會〔1994〕「語文能力工作小組報告書」，第2.55至2.85段。）



香港教育專業人員協會及香港融樂會

「少數族裔學童學習中文情況」前線老師  
意見調查報告

二零零七年七月八日

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# 「少數族裔學童學習中文情況」前線老師意見 調查報告內容

## (一) 調查背景

### 2004 年起少數族裔學童開始進入主流學校

自 2004 年起，教統局<sup>1</sup> 開始容許少數族裔學童自由選擇入讀主流學校 (即以中文為教學語言的學校-Chinese as Medium of Instruction)，從此改變了將少數族裔集中在個別學校的小一及中一的派位政策，3 年間少數族裔學童續漸被分散在 141 所小學和 43 所中學。

### 除部份指定學校(Designated Schools)外,教統局對其他學校並無提供任何支援

除了 15 所指定學校 (Designated Schools) 得到額外的資助及支援外，其他學校就沒有任何資源配套及支援。

### 少數族裔學童在主流學校的學習開始出現問題，其中尤以中文學習的問題最為明顯。

據香港教育專業人員協會及香港融樂會不同的渠道獲得的資料，不少前線中文老師及少數族裔學童皆表示，少數族裔學童無法在主流中小學中，獲得合理而具競爭力的中文學習效果，為了解少數族裔學習中文的情況及謀求改善的方法，兩會於是向前線中文科老師進行「少數族裔學童學習中文情況」意見調查。

## (二) 調查目的

初步收集教授少數族裔學童中文的老師的意見，並將調查結果發佈，期望引起有關當局關注及作出改善。

## (三) 調查方法

教協會於 2007 年 4 月以傳真方式向全港學校發出問卷(【附件一】)，包括 15 所指定學校 (Designated Schools)，邀請有教授少數族裔學童中文的教師填寫，最後收回有效問卷 102 份 (非「指定學校」:85 份; 「指定學校」: 15 份, 另有 2 份沒有顯示來自那類學學)，來自 44 所學校 (包括 34 所小學及 10 所中學)。

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<sup>1</sup> 教統局全名為教育及人力統籌局，已於二 00 七年七月一日起改名為教育局，本調查於未改名時進行，故仍採用舊名稱。

#### (四) 調查結果及分析

##### 1a. 【與一般本地學生比較】：少數族裔學童的中文聽講能力與本地學童相差很大

	人數	總百分比
很同意	17	17%
同意	33	32%
不同意	44	43%
很不同意	8	8%
無意見或沒有回答	0	0%
總數	102	100%

數字顯示，教師眼中的少數族裔的中文聽講能力呈兩極化的狀態，即認為少數族裔學童的中文聽講能力與一般本地學童「相差不多」和「相差很多」的竟然各佔約一半(51%和 49%)，反映少數族裔學童的中文聽講能力可能極為參差。

##### 1b. 【與一般本地學生比較】：少數族裔學童的中文讀寫能力與本地學童相差很大

	人數	總百分比
很同意	58	57%
同意	27	26%
不同意	11	11%
很不同意	6	6%
無意見或沒有回答	0	0%
總數	102	100%

大部分教師（83%）都同意或很同意少數族裔學童的中文讀寫能力與本地學童相差很大（很同意的比例是 57%），不同意的只佔 17%。

##### 2. 教授少數族裔學童中文比教授本地學童遇到更多困難。

（如回答「同意」或「很同意」，請答第 3 題；否則，請跳至第 4 題。）

	人數	總百分比
很同意	44	43%
同意	42	41%
不同意	14	14%
很不同意	1	1%
無意見或沒有回答	1	1%
總數	102	100%

有 85%的教師認為，教授少數族裔中文比教授本地學童遇到更多困難。

3. 教授少數族裔學童，我遇到的困難如下：

3a. **【教授困難】**：坊間沒有合適的課本

	人數	總百分比
很同意	34	33%
同意	43	42%
不同意	6	6%
很不同意	0	0%
無意見或沒有回答	19	19%
總數	102	100%

3b. **【教授困難】**：難於編寫適合他們的課程

	人數	總百分比
很同意	30	29%
同意	45	44%
不同意	7	7%
很不同意	0	0%
無意見或沒有回答	20	20%
總數	102	100%

3c. **【教授困難】**：教統局沒有給予適合少數族裔的課程指引

	人數	總百分比
很同意	34	34%
同意	43	42%
不同意	3	3%
很不同意	0	0%
無意見或沒有回答	22	21%
總數	102	100%

3d. **【教授困難】**：教統局沒有給予適合少數族裔的考試指引

	人數	總百分比
很同意	37	36%
同意	41	40%
不同意	2	2%
很不同意	0	0%
無意見或沒有回答	22	22%
總數	102	100%

近八成回應的教師都認為他們在教授少數族裔學童時，遇到的困難是坊間沒有合適課本(75%)，他們難於編寫適合少數族裔的課程(73%)，而教統局亦沒有給予適合少數族裔的課程指引(76%)和考試指引(76%)。

歸納問題 2 及 3 兩題，教師反映教授少數族裔學生中文遇到較大困難(問題 2)，現時供一般本地學童使用的中文課本(3a)、課程(3b)、課程指引(3c)及考試指引(3d)皆無法協助教師處理少數族裔學童學習中文時遇上的困難。

3e. **【支援】**: 家長支援不足

	人數	總百分比
很同意	43	42%
同意	40	39%
不同意	0	0%
很不同意	0	0%
無意見或沒有回答	19	19%
總數	102	100%

97%的受訪教師認為來自家長的支援並不足夠。

3f. **【支援】**: 教統局支援不足

	人數	總百分比
很同意	33	32%
同意	43	42%
不同意	2	2%
很不同意	0	0%
無意見或沒有回答	24	24%
總數	102	100%

74%的教師感到來自教統局的支援不足。

4a. 少數族裔學童應學習與本地學童程度不同的中文課程

	人數	總百分比
很同意	36	35%
同意	41	40%
不同意	8	8%
很不同意	2	2%
無意見或沒有回答	15	15%
總數	102	100%

數字顯示，大部份中文教師(75%)認為現時供一般本地學童使用的中文課程程度，不適合少數族裔學童。

**4b. 少數族裔學童應可選擇參加與本地學童程度不同的認可中文考試**

	人數	總百分比
很同意	32	31%
同意	48	47%
不同意	8	8%
很不同意	0	0%
無意見或沒有回答	14	14%
總數	102	100%

78%的教師同意少數族裔應可選擇參加與本地學童程度不同的認可中文考試。

**5. 我認爲最能幫助及改善目前困難的措施(開放式問題)**

	措施	回應人數	百分比
1	教統局盡快編寫和提供適合非華語學童的中文課程指引及教材	20	31%
2	教統局加強支援及投放更多資源 (包括增聘教師人手, 翻譯人員、英文通告樣板等)	15	23%
3	增加教師培訓 (包括教授中文技巧及課程調適等)	10	15%
4	小班教學	9	14%
5	提供中文基礎班及課後中文輔導班	6	9%
6	其他 (包括把華語與非華語學童分班上課, 引入外國人學習中文方法等)	5	8%
	總數	65	100%

65份有回應「認爲最能幫助及改善目前困難的措施」的問題時, 31%的教師認爲教育局應盡快編寫適合非華語學童的中文課程及教材, 23%的教師認爲教統局需要加強支援及投放更多資源, 15%教師支持增加教師培訓, 14%贊成小班教學。

**6. 我任教少數族裔中文的主要級別是**

	人數	總百分比
小一至小三	60	59%
小四至小六	24	23%
中一至中七	13	13%
中四至中七	1	1%
沒有回答	4	4%
總數	102	100%

回應老師中超過八成(82%)任教小學。

### 7. 本校的學生主要是

	問卷份數	總百分比
少數族裔學童	9	9%
本地學童	85	83%
兩者相若	6	6%
沒有回答	2	2%
總數	102	100%

數字顯示超過八成的回應問卷來自「主要錄取一般本地學童」的主流中文小學。

### 8. 本校提供給少數族裔學童的中文課程主要是

	人數	總百分比
與教統局合作編寫的校本課程	3	3%
其他機構合作編寫的校本課程	1	1%
教師自行編寫的校本課程	18	18%
本地學童所使用的中文課程	66	65%
其他	0	0%
沒有回答	14	13%
總數	102	100%

65%教師使用與本地學童相同的課本教授少數族裔，18%教師表示會自行編寫校本課程。只有3%的教師表示採用與教統局合作編寫的校本課程。

以上的結果反映了現時各校採取的中文課程並不一致，各種課程的教學效果如何，則有待更為詳盡的研究。

## (五) 總結及建議

是項調查是自2004年少數族裔學童融入主流學校後，較為廣泛的一次問卷調查。從是次調查結果顯示，我們有以下總結：

- a) **總結：**少數族裔學童的中文聽講能力參差，而讀寫能力與本地學童相差極大  
**建議：**教統局投放額外資源及相關學校

我們建議，當局應參照過往「融合教育」(即有學習困難)的資助模式，投放額外資源予兼收少數族裔學生的主流學校(CMI)，讓學校能夠真正獲得資源空間，使「因材施教」不會淪為口號，逐漸拉近少數族裔學童在聽講讀寫各方面與一般本地學童的差異。

**b) 總結:** 現時供一般本地學童使用的中文課程、指引、教材及考試指引皆無法協助教師處理少數族裔學童學習中文時遇上的困難

**建議:** 教統局編寫及發展一套合適少數族裔學童的中文課程、指引、教材及考試指引

調查反映，前線老師表達的困難是多方面的，亦涉及不同的層次。當局似乎有必要正視少數族裔學童在中文學習上有特殊需要這個現實，涉及的層次亦無法由個別前線老師解決。

我們建議，當局有必要：

1. 擔起本地少數族裔學生中文學習課程的領導角色，即時成立專責小組研究及發展一套有系統及貫穿小一至中五適合少數族裔學童的中文課程綱要/指引；
2. 鼓勵及資助出版商出版相關課本及教材；
3. 把中文作為第二語言的課程規範化，制成各階段的成效指標；
4. 為少數族裔學童訂立清晰的考試方向及資歷認可，並設定具體的推行時間表；

**c) 總結:** 來自家長的支援不足

**建議:** 增撥資源讓學校聘請少數族裔教學人員擔當溝通橋樑

這點涉及語言、文化和家長方面對香港教育制度和資訊的不掌握，短期內根本無法通過現有的學校團隊加以解決。故此建議教統局仿效國際上許多國家處理融合教育的方法，提供資源讓學校聘請少數族裔的老師/教學助理，以彌補與家長聯絡、各種通告/文件的翻譯等的工作，讓學校可以最大程度上發揮家校合作和學生訓輔等功能以及各項教育政策的推展。

**d) 總結:** 來自教統局的支援不足

**建議:** 教統局提供實質支援，加強教師培訓

教統局現時集中支援少數「指定學校」，並置其他非「指定學校」於不顧的安排，除了讓分散就讀於這些學校的少數族裔學童和任教的老師面對重重困難，打擊教育效果外，亦容易做成兩種學校對融合教育政策的分化，前線老師一方面本著「有教無類」的精神艱苦經營，卻無法稍減沉重的工作壓力，更無法排除教育局推卸責任的印象，最終受害的必然是少數族裔學童，和融合教育的成效。

故此我們建議教統局有必要與各師資訓練院校加強溝通，對已經或未入職的老師提供訓練，使教師及早掌握並認同種族融合教育的精神及理念，及學習具體的中文作為第二語言的教育方法，就此教統局在資源和專業培訓的投放上，實在是責無旁貸。

**e) 總結:** 欠缺支援，小學面對較多困難

**建議:** 盡快改善小學的支援及推行小班教學，並為中學迎接少數族裔學生作準備

據調查資料顯示，大部份反映教學困難的暫時仍然是小學，這點故然由於主流學校取錄少數族裔學生始於 2004 年，時日尚短。然而各種問題已經開始曝露，故此建議當局盡快在小學推行小班教學並提供上述的支援，亦要為中學先作準備。