



Chinese Language Education Key Learning Area

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

(English Translated Version)



Prepared by
The Curriculum Development Council

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This document is originally written in Chinese. In case of discrepancy between the text of this translated version and that of the Chinese version, the Chinese text shall prevail.

Contents

Preamble	1
Chapter I – Introduction	3
1.1 Purpose and Rationale	4
1.2 Spoken and Written Chinese Language in Hong Kong	5
Chapter II – Curriculum Framework	7
2.1 The Chinese Language Education Curriculum Framework	7
2.2 Learning Contents Suitable for NCS Students	10
Chapter III - Curriculum Planning	15
3.1 Basic Principles	15
3.2 Practical Experiences in Schools	16
Chapter IV – Curriculum Modes	19
4.1 Immersion in Chinese Language Lessons	19
4.2 Bridging / Transition	24
4.3 Specific Learning Purposes	30
4.4 Integrated	32
Chapter V - Learning and Teaching	35
5.1 Characteristics of Chinese Language Learning	35
5.2 Learning and Teaching Principles	37
5.3 Learning and Teaching Strategies	39
Chapter VI – Assessment	43
6.1 Diversified Modes of Assessment	43
6.2 Internal Assessment for Quality Feedback	43
6.3 Measurement of Chinese Language Learning Standard	43
6.4 External Assessment	43
Chapter VII - Learning and Teaching Resources	45
7.1 Diversified Learning and Teaching Materials	45
7.2 Learning Resource Development	47
7.3 Use of Community Resources	47

Appendix (Learning & teaching materials in Appendices IV – XVII are in Chinese.)

I	Linguistic Characteristics of Modern Chinese Language	51
II	Radicals and Components of Chinese Characters	53
III	Chinese Language Learning Experience in Districts with Large Chinese Population	63
IV	Exemplar on Adaptation of School-based Learning Objectives	67
V	Exemplar on Adaptation of Learning Objectives and Learning Modules	84
VI	Exemplar on Chinese Language Teaching Plan	87
VII	Brief Introduction on School-based Curriculum Framework	89
VIII	Brief Introduction on School-based Teaching Materials	93
IX	Exemplar I on Chinese Language Teaching Scheme	94
X	Exemplar II on Chinese Language Teaching Scheme	102
XI	Exemplar on Design of Learning and Teaching Activity - New Year	118
XII	Exemplar on Design of Learning and Teaching Activity - The Park	119
XIII	Exemplars on Reading Activity - Paired-reading	120
XIV	Bridging Programme for Non-Chinese Speaking Students	122
XV	Exemplar on Teaching of Speaking and Listening - Differentiating Words with Similar Pronunciations	123
XVI	Exemplar on Chinese Character Teaching - Chanting along the Rhyme	125
XVII	Exemplar on Chinese Character Teaching - Radicals and Components	127
XVIII	Overseas Chinese Language Examinations	129
XIX	Multiple Pathways for NCS Students Upon Completing Basic Education	130
XX	Package Teaching Reference Materials (Suitable for Self-access Learning of NCS Students)	131
XXI	Examples of Learning and Teaching Resources Available	133
References		134
Committee Membership		145

Preamble

The Curriculum Development Council (CDC) is an advisory body giving recommendations to The Government of the Hong Kong Special Administration Region on all matters relating to curriculum development for school systems at kindergarten, primary and secondary levels. Its membership includes heads of schools, practicing teachers, parents, employers, and academics from tertiary institutions, professionals from related fields or related bodies, representatives from the Hong Kong Examinations and Assessment Authority (HKEAA) and the Vocational Training Council, as well as officers from the Education Bureau (EDB).

In recent years, CDC has published a series of curriculum guides that propose a flexible, coherent and diversified curriculum framework for primary and secondary schools. These curriculum guides, 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), “*Chinese Language Curriculum and Assessment Guide (Secondary 4 to Secondary 6)*” (2007), illustrate the rationale and principle of Chinese language curriculum and describe in different chapters the curriculum framework, curriculum planning, learning and teaching, assessment as well as the use of learning and teaching materials.

Under the common curriculum framework, this Supplementary Guide suggests the principles, strategies and recommendations on the practice of the Chinese Language curriculum, by taking into consideration the learning context of non-Chinese-speaking (NCS) students. It should be read together with the above-mentioned documents for more thorough understanding of the Chinese Language curriculum.

It is crucial to have the curriculum aligned with teaching and assessment, which is an important concept in the primary and secondary school curriculum. Learning and teaching strategy is an integral part of the curriculum that promotes learning and whole person development, while assessment is not only a tool to assess students’ performance, but also effective in improving learning results. Readers are advised to read all the above-mentioned documents to have a holistic picture for understanding the intertwining relationship among curriculum, teaching and assessment.

The Education Bureau recommends that schools to adopt this Supplementary Guide. The Curriculum Development Council will also review the document from time to time in light of classroom practices as well as the ever-changing demand of students and society. Appropriate support on learning and teaching materials will also be provided for schools. All comments and suggestions are welcomed and may be sent to –

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Chapter I - Introduction

As the southern gateway of China, Hong Kong has long been a prosperous city with a remarkable convergence of both Chinese and western cultures. Hong Kong citizens, regardless of their ethnicities, are all valuable human resources of the community. Ethnic minority citizens have always been making great contributions to Hong Kong. All sectors of the community should help them immerse into the Hong Kong society to promote harmony and prosperity.

As indicated in school enrolment statistics, ethnic minority students in Hong Kong include Pakistani, Filipino, Nepali, Indian, Thai, Vietnamese, Japanese and Indonesian etc. Most of the ethnic minority students do not know Chinese when they first arrived in Hong Kong. Their usual languages spoken at home are mainly Urdu, English, Nepali, Tagalog, Hindi, etc. In this Guide, these ethnic minority students are generally referred to as “non-Chinese speaking (NCS) students”.

In Hong Kong, public sector schools provide free education for students (including NCS students) of suitable ages at primary and secondary levels. Curricula for Chinese and English Languages are provided to promote *bi-literacy* (Chinese and English) and *tri-lingualism* (Cantonese, Putonghua and English) among students. Foreign languages are also offered in a few public sector schools. Private international schools, according to their students’ originating countries, offer curricula of individual countries like the United States of America, Australia, Canada, France, Germany, Japan, Korea and Singapore.

All Hong Kong students are recommended to learn Chinese language to build a solid language foundation and enhance their quality and competitiveness. Chinese Language has long been a core subject in local schools. Upon the implementation of the three-year senior secondary academic system, all students can receive secondary school education for six years. In meeting with the needs of the 21st Century, a three-year senior secondary academic system under the twelve-year free education policy is more effective in the promotion of whole person development. In this new system, Chinese Language is 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 aesthetics sense and cultural competence so as to perfect their personality and achieve whole person development.

NCS students settling down in Hong Kong, similar to their Chinese-speaking counterparts, are masters of the future Hong Kong society. NCS students who study in local schools need to adapt to using Chinese in communication and immerse into

the community. Since Chinese is the major instruction medium in local public sector schools, NCS students will have more choices in schooling if they are able to adapt to a learning environment with Chinese as the major language medium. Schools should offer their best in helping NCS students to learn Chinese effectively, eventually enabling them to immerse into the community, preparing them for building Hong Kong's future.

1.1 Purpose and Rationale

1.1.1 Purpose of the Supplementary Guide

The purpose of developing the “*Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students*” is to supplement the existing curriculum guides on principles, strategies and recommendations for implementing the Chinese Language curriculum in schools in the learning context of NCS students. It is envisaged that this supplementary guide would promote the effectiveness of Chinese Language learning of NCS students in schools of Hong Kong.

This supplementary guide should be read alongside a series of curriculum documents (or their latest versions), 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)*”
- “*Chinese Language Curriculum and Assessment Guide (Secondary 4 to Secondary 6) (2007)*”.

1.1.2 Rationale of Language Education

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). 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 “*bi-literacy and tri-lingualism*” on language education should apply to students from Primary 1 to Secondary 6.

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

1.2 Spoken and Written Chinese Language in Hong Kong

1.2.1 The Spoken Language of Chinese

China is a multi-language and multi-dialect country, with 56 ethnic groups speaking more than 80 languages. *Hanyu* (or Chinese language, 漢語) is the language used by the majority of the population in China and also the common language of all ethnic groups. Modern Chinese language includes the standard language (*Mandarin*, *Putonghua*) and dialects. *Putonghua* adopts Beijing pronunciation as the standard pronunciation, northern dialect as the fundamental dialect, and classics in modern *baihua* (vernacular literary language, 白話) as the norm of grammar. In general, there are seven major dialect groups in Chinese language, namely, *Beifanghua* (the northern dialect or Mandarin, 北方話), *Wu* (吳方言), *Yue* (*Cantonese*, 粵方言), *Xiang* (湘方言), *Min* (閩方言), *Kejia* (*Hakka*, 客家方言) and *Gan* (贛方言).

In the Hong Kong Special Administrative Region, most citizens and the mass media are using the *Yue* dialect (*Cantonese*, 粵語). As the common dialect of Hong Kong society, Cantonese is widely used in different community aspects such as politics, economy, education, and the mass media. Cantonese is also widely used in the Macau Special Administrative Region and some Chinese communities overseas.

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), “布祿” (plum). As for phonology, it is generally accepted that Cantonese has nine tones. The same syllable pronounced with different tones will become different characters in meaning.

1.2.2 The Chinese Script

There are about 30 character systems being used in China. Among them, the written language of Chinese is represented by Chinese characters (漢字). A character is formed into a square by strokes and components. This is entirely different from most scripts in the world with words spelled out by alphabets. Therefore Chinese characters are often called “square characters” (方塊字).

Since the 1950s, two systems of Chinese characters have been developed, the traditional Chinese characters (繁體字, 正體字) and simplified Chinese characters (簡化字). The majority of Hong Kong citizens and the media are using traditional Chinese characters. Traditional Chinese characters are also used in Macau, Taiwan and overseas Chinese communities. Simplified Chinese characters are the norm of Chinese scripts in Mainland China, adhering to the standard as announced in the *Jianhuazi Zongbiao* (*General Lists of Simplified Characters*, 簡化字總表) by the State Language Commission (國家語言文字工作委員會) in 1986. Simplified Chinese characters are generally used in Mainland China and Southeast Asia.

1.2.3 Choice of Spoken Language and Written Language for NCS Students in Learning Chinese

In view of the reality of language environment in the Hong Kong society, generally students would learn traditional Chinese characters at the start. Cantonese is most widely used in Chinese Language lessons. 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, similar to their Chinese-speaking counterparts. Building on this foundation, 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.

There is a predominantly Cantonese language environment in Hong Kong. The majority of schools use Cantonese in Chinese Language lessons. This has provided NCS students with a suitable environment for learning Chinese spoken language and it is therefore not difficult for them to grasp listening and speaking skills in Cantonese. Publications are generally printed in traditional Chinese characters and most schools also adopt traditional Chinese characters in teaching materials. This offers more opportunities for daily-life contact and learning that is conducive to grasping reading and writing skills in traditional Chinese characters.

[In general, public sector schools in Hong Kong provide the subject of Putonghua apart from Chinese Language. NCS students may learn Putonghua through taking the Putonghua subject in accordance with their needs. Besides, taking the Putonghua subject would expand the students' exposure to Chinese language.]

For the linguistic features of modern Chinese language, please refer to Appendix I. For the Chinese learning content for NCS students, please refer to paragraph 2.2 in Chapter II.

Chapter II - Curriculum Framework

2.1 The Chinese Language Education Curriculum Framework

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

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 in 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 as well as Values and Attitudes.

2.1.1 The learning contents of the Chinese Language Education KLA

Learning contents for the Chinese Language Education KLA consists of nine learning strands in terms of knowledge, ability, interest, attitude and habit, which include *Reading, Writing, Listening, Speaking, Literature, Chinese Culture, Moral and Affective Development, Thinking and Independent Language Learning*. These learning strands are the mutually intertwining areas of language learning. Chinese language learning, with reading, writing, listening and speaking as key aspects, promotes learning in other learning strands. In the process of learning, different learning strands are mutually correlated instead of fragmented.

In the nine learning strands, reading, writing, listening, speaking, thinking and independent language learning emphasise the development of language skills, while literature, Chinese culture, moral and affective development emphasise nourishment of intrinsic quality such as ideas and feelings. Students develop their language competence through comprehensive and balanced learning in the nine learning strands.

Language, comprising spoken and written aspects, is the most important communication tool in daily life. Language usage involves skills in reading and writing as well as listening and speaking. In **Reading, Writing, Listening and Speaking**, one needs to be accurate, fluent and decent in order to satisfy learning, living and future working needs. In the learning process, language knowledge acquisition, language awareness and sense development, language learning interest fostering, good learning attitudes and habits development are duly emphasised.

Literature learning is an indispensable component of language learning.

Through literature learning, students can feel the beauty of language and sense the truth, the goodness and the beauty between human and nature from the affective aspect of the works. On one hand, it enhances students' language learning interest and ability. On the other hand, students may learn about the unique and common ideas and emotions by sharing, which strengthens interpersonal communication, mutual understanding and sympathy, at the same time arouses in-depth exploration on daily-life and life experience.

Culture is an important component of language. Knowledge of culture enables communication as well as the succession to culture. Learning Chinese language can enrich students' knowledge of **Chinese Culture**, so that they can reflect and know more about the meaning of Chinese culture to the modern world. By learning Chinese language, Chinese students may learn to recognise the splendid Chinese culture and develop their affection towards their country and nationality.

Language is the vehicle of thoughts and feelings. Learning Chinese language is the way to cultivate disposition and morality. From affective stimulation to rational reflection, **Moral and Affective Development** arouses interest and enriches knowledge from emotions to promote self-examination and moral practice.

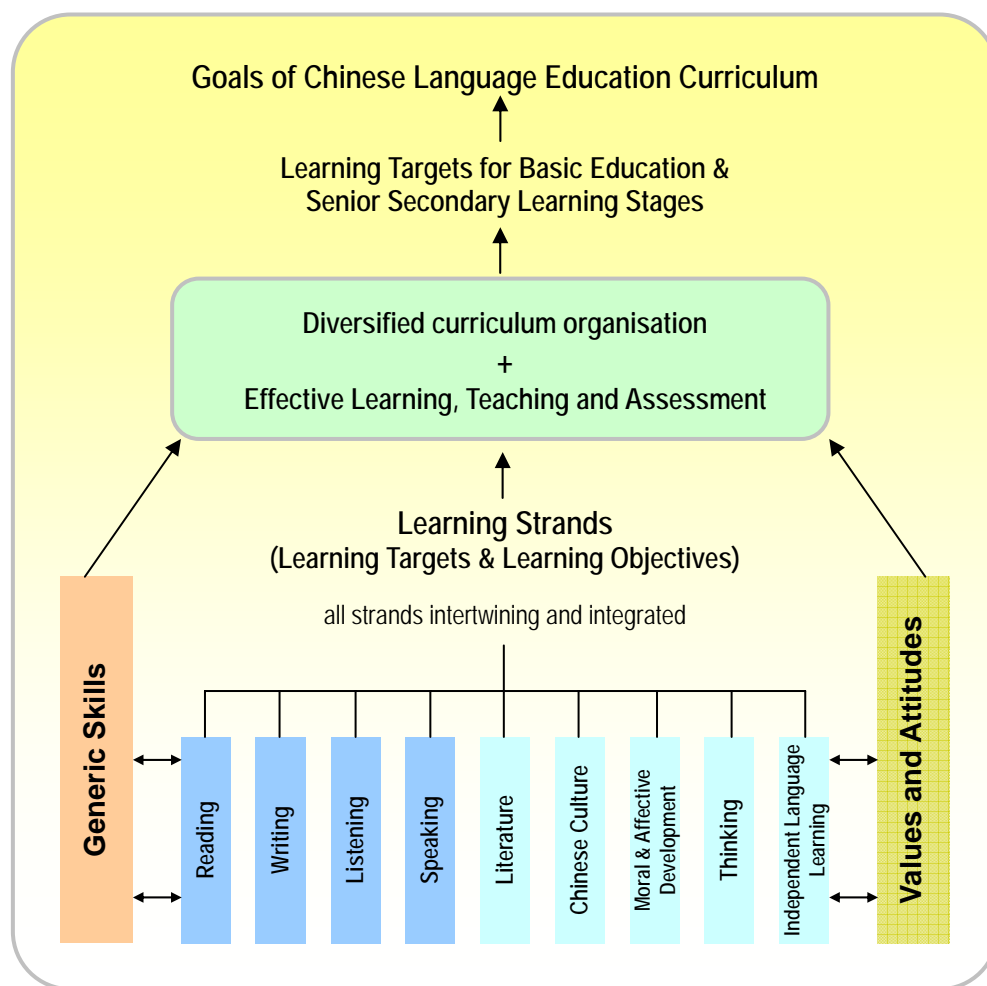
Thinking is fundamental to language usage. In enhancing students' language ability, it is important to develop their necessary thinking skills and competence for language learning, so as to help them analyse and solve problems independently.

Independent Language Learning can break through the limitation of classroom learning. Through life-wide learning, students extend the depth and width of language learning; develop their skills in acquiring, building and utilising knowledge as well as self-monitoring for establishing the foundation of life-long learning.

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.

Diagrammatic representation of the Chinese Language Education KLA curriculum framework is as follows –



This curriculum framework is a framework that helps schools develop its own plan and curriculum, which sets up the knowledge content, skills, values and attitude students should grasp in different learning stages. The curriculum framework offers schools and teachers ample flexibility and autonomy to design different curriculum modes to cater for students' needs. Schools are recommended to adapt learning objectives flexibly in accordance with NCS students' learning needs. (Please refer to Appendix IV - Exemplar on Adaptation of School-based Learning Objectives and Appendix V - Exemplar on Adaptation of Learning Objectives and Learning Modules.)

2.1.2 Curriculum Organisation

Schools organise their own curriculum with different modes according to the central curriculum framework, learning targets and learning objectives. No matter what modes schools have adopted, they are required to provide students with ample learning experiences in the nine learning strands, generic skills, values and attitude etc, while learning activities should conform to the learning objectives in each key learning area. Meanwhile, teachers are advised to organise learning objectives in

these areas well to maximise learning effect. To organise the curriculum effectively, schools are advised to pay attention to the following points –

(1) To Adopt an Appropriate Curriculum Organisation Approach

There are various approaches for curriculum organisation. Teachers may consider the school's aims and conditions or even the language environment to select the most appropriate approach according to students' need and ability; or develop students' cultural disposition with Chinese culture as the focus of teaching content; or conduct character education with morality and affection to be the focus. No matter what approach is adopted; it must help achieve comprehensive and balanced learning.

(2) Reasonable Arrangement of Learning Objectives

Regardless of the approach being adopted in curriculum organisation, learning objectives need to be arranged from simple to in-depth, from easy to difficult and from concrete to abstract, in accordance with the subject nature and students' development stages. When organising the curriculum, schools have to be aware of the continuity of learning between junior and senior class levels as well as the connection across learning contents of the same level. This would contribute to sound coherence and progression between class levels, modules and learning objectives, so that students can follow a suitable learning sequence.

(3) Proper Recycling of Learning Objectives

It is crucial to cater for students' intellectual development for learning in curriculum organisation. Important learning contents should be properly recycled in different learning stages for revision and consolidation. For example, in primary stage, students have already developed the basic ability to narrate through learning activities such as story telling, reading of fairy tales, fables and life stories etc. However, students in junior secondary level also need to enhance their narrative skill by reading narrative writing.

[Please refer to P. 15-20, 37-38 of “*Chinese Language Education Key Learning Area Curriculum Guide (Primary 1 to Secondary 3)*”; P. 7-27 of “*Chinese Language Curriculum and Assessment Guide (Secondary 4 to Secondary 6)*”.]

2.2 Learning Contents Suitable for NCS Students

The above-mentioned Chinese language curriculum framework covers the instrumental and humanistic functions of language. The content of the nine learning strands is applicable to all students. Of course, in designing the learning content, it is necessary to consider various factors of NCS students' learning, including the influences from their mother tongue, situation of second language learning, Chinese language learning standard, family background, social economic status, cultural competence, intellectual development etc, in order to decide on the most appropriate learning contents.

2.2.1 Character Learning and Writing

Character learning is the first step in language learning. With certain amount of vocabulary accumulated, students can have better comprehension, communication and application of the language. The first languages spoken by NCS students have lots of differences compared to Chinese, so students may encounter difficulties in learning the Chinese language. For example, Chinese character may be a hurdle for NCS students' learning, but at the same time, it is also the key to reading and writing Chinese. Students may find it difficult to recognise and write Chinese characters in the beginning. However, as long as they grasp certain amount of components, they will find it easier to recognise and write the characters and may improve their learning progress. (For the linguistic features of Chinese language and the comparison between Chinese and the usual languages of Hong Kong NCS students, please refer to Appendix I.)

When learning Chinese characters, both in terms of recognition and writing, students should first master the basic structure of Chinese characters; learn the concept of components and radicals in progression for effectiveness. (Please refer to Appendix II.)

2.2.2 Language Application

When it comes to the applied function of language, there are two aspects: interpersonal communication and knowledge construction. To learn a new language, as long as a learner grasps certain basic vocabulary and language habit, he/she will be able to communicate with others. When a learner masters more vocabulary and expressions, he/she may further use the new language to acquire knowledge in various areas.

For NCS students, they can communicate with others in Chinese once they learn some basic oral Chinese. In other words, they have already reached the level of "basic interpersonal communicative skills". If they want to acquire knowledge through Chinese, then they should not limit themselves to this level, and should increase the amount of their vocabulary and develop reading and writing skills that are compatible with their intellectual development, which means to reach the level of "cognitive academic language proficiency". When NCS students reach this level, they can use Chinese to enrich their knowledge and broaden their learning scope for continuous improvement.

2.2.3 Literature, Chinese Culture, Moral and Affective Development

Students' aesthetic sense, appreciation skills, disposition and morality are nurtured through the truth, virtues and beauty in language contents as well as the unique and common thoughts and feelings reflected in different works. From the affective aspect in the works, students could sense the emotions among people and nature. On one hand, it arouses students' interest in learning the language; on the other hand it strengthens communication, understanding and sympathy. It further enhances self-reflection and moral practices. All of these are very important to students of any ethnicities.

By learning Chinese culture, NCS students may know more about China, the social environment and customs of the place they currently live in. This is helpful to their immersion into the community. Moreover, they can deepen their knowledge on features of various cultures worldwide through the understanding of the unique Hong Kong culture constituted by different ethnicities. As a result, they enhance their own personality, learn to respect different ethnicities and accept diversified cultures around the world with an open mind, facilitating peace and harmony. It is a learning advantage for students to have a diversified cultural environment in Hong Kong.

2.2.4 Auxiliary Learning Approaches

Language learning should not be limited to classroom learning. The purpose of developing independent language learning skills is to allow students to study Chinese language themselves according to their own level and pace. At the elementary stage, students may adopt some auxiliary approaches such as using their mother tongue to mark the pronunciation of characters for easy memory, or using common phonetic symbols such as [l][n][s] etc to assist in memorising. Teachers should accept students in using their own ways to learn the language, and should not ask students to use phonetic symbols that they are not familiar with. Teachers should let students understand that Chinese characters or the Chinese language itself is the learning target. Any phonetic symbols are only a means in the process of mastering the language.

Cantonese is the common language in Hong Kong society. A lot of dictionaries in the market use different ways to mark the pronunciation of Chinese characters. Any reference could be adopted as long as NCS students find it easy and convenient to use.

[Please refer to p.17-19 of “Chinese Language Education Key Learning Area Curriculum Guide (Primary 1 to Secondary 3)”; p.7-27 of “Chinese Language Curriculum and Assessment Guide (Secondary 4 to Secondary 6)”.]

2.2.5 Process of Learning

The starting point for NCS students in Chinese language learning is different from that for other local students. Firstly, NCS students have needs for application skills. To help NCS students immerse into their school life, master Chinese language and adapt to the environment in Hong Kong as soon as possible, the development of students' language application skills, especially spoken communication skills usually ranks top on the arrangement of learning contents. When students possess certain ability in listening and speaking, schools should systematically help students learn a considerable amount of vocabulary, and further enhance their reading and writing skills. For the writing of Chinese characters, it is suggested that allow NCS students be allowed to learn writing characters with simple strokes and components so that they can know more about Chinese character structure. Then, they can try to combine radicals and components to form more words. For reading, schools may make use of the context in story books to guide students in reading and to enjoy the fun brought about by words, so as to develop their reading skills and reading strategy. (For radicals and components of Chinese characters, please refer to Appendix II.)

The teaching of writing should be integrated with reading, so that there are ample vocabulary and concept input in the process of teaching. Based on comprehensive findings from research and school experience, NCS students are advised to follow the steps below to learn the Chinese language. (For learning and teaching strategies, please refer to paragraph 5.3 in Chapter V.)

(1) Start from Listening and Speaking

Since the mother tongue of NCS students is not Chinese, they should first develop their listening and speaking skills in Chinese Language lessons. This can be divided into three levels: the first is to understand the teacher's instructions in class and be able to join in-class activities and clearly express his/her own thought for effective communication with teachers and classmates; the second is to accumulate colloquial vocabulary and learn the habitual expression of colloquial Chinese language; the third is to learn more formal spoken Chinese through the teachers' demonstration in class.

(2) Character Learning

After obtaining basic listening and speaking skills, NCS students may start to learn Chinese characters, and fully use the ideographic feature of Chinese characters to learn character structure. At first, students may only learn single words one by one, but after they have built a richer vocabulary, they can learn more vocabulary and build up their language sense by using sentences and paragraphs.

(3) Chinese Character Writing

At the initial stage of learning, NCS students may see Chinese characters as pictures without knowing what strokes and components are. Students are therefore advised to learn writing strokes and some simple components while learning to recognise Chinese characters. This helps them remember and differentiate the shape of characters. By comparing characters with similar shapes, they will find it easier to learn the strokes and structure of Chinese characters. (For radicals and components of Chinese characters, please refer to Appendix II.)

(4) Reading Skills Development

When NCS students have accumulated certain amount of vocabulary, they should start to develop their reading skills systematically. In the selection of teaching materials, schools should consider the intellectual development, daily-life context and language proficiency of students, and simplify, revise or adapt the reading materials appropriately to match students' learning. When reading, schools are advised to help students master certain effective reading strategies to assist them in reading independently.

(5) Integrating Reading and Writing

The teaching of writing should be integrated with reading. After reading, teachers may arrange a writing task to allow students to imitate the content and

expression in reading materials. In the process of learning, it is important to have rich vocabulary and concept input as the foundation to develop their practical Chinese writing skills or even creative skills gradually in accordance with their intellectual development.

Chapter III - Curriculum Planning

To ensure that students could attain the learning targets, schools are required to take into account students' abilities, levels and interest, etc. to plan and design a balanced and comprehensive school-based language curriculum that aligns with the curriculum guides prepared by the CDC. This curriculum should be well-organised and progressive to sustain continuity between Key Stages. It has to strike a balance between Key Stages as well as the nine learning strands to ensure that there is a balanced and comprehensive coverage of knowledge accumulation, skills, attitudes and habit development at different Key Stages.

3.1 Basic Principles

Schools should plan their curriculum according to the following principles -

(1) Provide Balanced and Comprehensive Language Learning

Schools are required to provide balanced and comprehensive language learning through the nine learning strands: *Reading, Writing, Listening, Speaking, Literature, Chinese Culture, Moral and Affective Development, Thinking* and *Independent Language Learning* in accordance with the central curriculum framework and in line with the curriculum objectives.

(2) Curriculum Adjustment in accordance with Students' Conditions

- **Flexible Teaching**

The Chinese Language curriculum framework in Hong Kong is robust and balanced, which provides schools with flexibility and autonomy. Teachers are advised to make full use of the flexibility and autonomy in adjusting the curriculum planning and teaching strategies according to the curriculum framework and the nationalities, language background, learning need, personality, interest and ability of NCS students, and develop their ability, potential and Chinese proficiency.

- **Diversified 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, older NCS students may not be able to attend the same grade with classmates of the same age. Based on actual learning needs, teachers are advised to assign NCS students to lower grade classes, so that they can adapt to the Chinese Language curriculum progressively and learn to communicate with others by using Cantonese and Chinese characters.

- **Diversified Ethnicity and Culture**

Students from different ethnic groups have different religion, cuisines, costume etc. In the design of teaching topics or classroom activities, teachers are reminded to pay attention to the various customs, values and psychological needs of different nationalities, as well as to allow full development and exchange of ethnic cultures. For example, teachers may organise ethnic dance activities for cultural exchange to make language learning more interesting and meaningful. It also promotes mutual understanding between students of various cultural backgrounds to achieve the objective of multicultural exchange. For the adaptation of curriculum, teachers are reminded to be aware of sensitive topics related to religion in order to avoid unnecessary misunderstanding. 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 for a period of time. Language learning should be continuous, so teachers are advised to have special arrangement for students, such as to arrange holiday assignments, remedial classes before and afterschool; adjust learning progress and regulate learning content to alleviate the influence on discontinuous learning.

[Please refer to p.41-44 of “*Chinese Language Education Key Learning Area Curriculum Guide (Primary 1 to Secondary 3)*”; p.33-36 of “*Chinese Language Curriculum and Assessment Guide (Secondary 4 to Secondary 6)*”.]

(3) Fulfilling Parents and Students’ Aspirations

NCS students may have different aspirations towards their living, further studies or employment in Hong Kong, while parents may also have different aspirations towards their children’s exits. According to different situations, some students may only learn basic spoken Chinese for daily communication, or to learn simple Chinese for daily-life application but some may expect to achieve a relatively high level and use it as the medium of instruction in learning. Since the aspiration of parents and students differ, schools are advised to carefully consider the learning content and its priority for more appropriate curriculum planning, so as to fulfill parents and students’ aspirations.

3.2 Practical Experiences in Schools

Based on the central curriculum framework, many schools in Hong Kong undertake overall curriculum planning, adopt teaching contents and materials as well as design appropriate learning activities and materials in accordance with students’ knowledge of Chinese, their personal needs, interests and abilities. (Please refer to Appendices V, VI, VII, VIII, IX and X.)

From the practical experiences of schools, several modes of curriculum planning are summarised as follows -

(1) Immersion in Chinese Language Lessons

Schools arrange NCS students to study alongside other local students. The strategy is to scatter NCS students into different classes for frequent contact with other local students to speak more Cantonese, so that NCS students can learn Chinese and have equal opportunity to receive education as other local students.

(2) Bridging/ Transition

Schools separate NCS students from ordinary Chinese Language classes to relieve their learning burden caused by not being able to immerse in Chinese Language classes immediately, and allow students at different levels to have their different access points, which is conducive to tackling the problem of uneven progress.

(3) Specific Learning Purposes

Schools select specific Chinese Language learning contents to cope with learning needs flexibly. In a short period of time, students can master basic Cantonese communication to meet fundamental daily-life needs and reach specific learning targets. (Please refer to Appendix X.)

(4) Integrated

If schools have a large intake of NCS students who have diversified backgrounds, different learning progress and learning pace, they may have to adopt several curriculum modes at the same time and integrate the use of teaching modes to meet the diversified learning needs of students. (Please refer to Appendix VI.)

Chapter IV - Curriculum Modes

We hope to help NCS students achieve certain Chinese language level, which can fulfill the expectation of both students and parents, instead of pre-determining that NCS students may only learn the language at a lower proficiency level. Otherwise this will limit NCS students' development in Chinese language learning, and affect their examination, exit and career, preventing them from gaining social recognition that they deserve. In fact, there are a number of successful examples showing that NCS students can also learn Chinese language well and immerse into Chinese Language classes and the community. Experience indicates that the most effective approach is to provide continuous and targeted assistance by various modes for adaptation in accordance with students' competence and intelligence.

The following are a few modes for adaptation concluded from actual experiences for schools' reference and use. Schools are advised to study their current situation, analyse the background and the Chinese language proficiency of NCS students admitted to select one or more modes below. (For experience in Chinese regions other than Hong Kong, please refer to Appendix III.)

4.1 Immersion in Chinese Language 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 Language lessons. Some 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. Since NCS students may have specific learning needs in Chinese language learning, schools are encouraged to arrange NCS students in classes with local students and provide them with focused remedial teaching outside lessons to facilitate them in 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 Language 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. 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 way for NCS students to learn Chinese alongside other Chinese-speaking students. Schools may arrange for NCS students to study in different classes with the majority of other local students, so that they are provided 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 can 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.

(Please refer to Appendix XI - Exemplar on Design of Learning and Teaching Activity - New Year; Appendix XII - Exemplar on Design of Learning and Teaching Activity - The Park.)

(3) Challenges

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

NCS students who newly arrive in Hong Kong 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 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 Language 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 effective 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, such as the amount of vocabulary they have grasped, to ensure their smooth immersion in Chinese Language lessons.

(4) Implementation

To diagnose students' ability and flexibly adjust teaching strategies to suit 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 Chinese Language lessons and learn alongside other local Chinese-speaking students.

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 Language lessons. In conducting the focused remedial teaching, it is more appropriate to arrange the learning contents (for instance, there is no [f] sound in Nepali, Indonesian and Tagalog; such phenomenon should be taken into consideration when teaching Chinese pronunciation), 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.

Self-learning platform for students: Besides formal class or after-class focused remedial 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 provide a more relaxed learning environment and enable the students to adjust their learning pace and time, with greater interest and effectiveness.

Peer collaborative learning: The help from peer Chinese local students through games and other collaborative learning is important to enhancing both competence and communication of NCS students. In reading simple and pictorial books together, students could advance their recognition of the Chinese characters and words, and eventually their reading ability in collaborative learning. 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 pleasurable learning. (Please refer to Appendix XIII.)

Teacher interflow platform: Teachers of NCS students have accumulated abundant experiences. 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.

Adaptation and Adjustment: 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, Literature, Chinese Culture, Moral and Affective Development, Thinking and Independent Language Learning*). 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, please refer to Appendix V.) The following strategies of curriculum adjustment are advised for schools' reference -

- **Diagnosis on students' learning needs:** Teachers need to observe students' performance in the class, course work and tests so as to evaluate their strengths and weaknesses in learning and follow up with supplementing or strengthening relevant learning in the focused remedial teaching sessions. For example, if students reverse the upper and lower part or the left and the right of the components when writing characters, or they fail to write the

components in appropriate proportions, teachers may offer targeted remedial or corrective measures in teaching to strengthen students' knowledge of Chinese character strokes and structure, so as to effectively help students immerse into Chinese Language classes. (For radicals and components of Chinese characters, please refer to Appendix II.)

- **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 accordance with context' 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 that 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 examples, in the case of 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 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 examples, 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 then 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. Some NCS students may not finish or reach the writing requirement within the stipulated time. The reason for that may vary (e.g. writing speed or insufficient vocabulary). After diagnosis, teachers could capitalise on students' 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. (Please refer to Appendix V.)

(5) Public Examinations

Upon completion of secondary education and immersion in Chinese Language lessons for six years or more, NCS students are expected to have reached a certain language standard and 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) examination. Based on their need and actual Chinese language standard, students may also sit for the easier Chinese Language examinations arranged by the Hong Kong Examinations and Assessment Authority.

[A small number of students who learn Chinese language following an adapted and simpler curriculum, which is generally not suitable for the majority of other students studying at local schools, 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) examinations arranged by the HKEAA to obtain other recognised Chinese language qualifications.]

4.2 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 Language lessons. Providing NCS students only with focused remedial teaching outside lessons may not be the solution to their learning problems. Schools may encourage students to participate in bridging programmes and learn Chinese language in an intensive way. Schools, for example, may design intensive learning programmes for NCS students in long vacations to strengthen their Chinese language foundation and pave way for subsequent immersion in Chinese Language lessons; or make full use of rich language environment to provide students with chances to use the language, so that they can enhance their standard efficiently for immersion in general Chinese Language lessons. (Please refer to Appendix XIV.)

After the Bridging / Transition programmes, NCS students should be provided with a “Student Learning Profile” which reveals students’ learning pace, performance and learning standard. Teachers should give descriptions 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 proficiency levels in various dimensions of Chinese language (e.g. *listening, speaking, reading, writing*); students have different proficiency levels.

- 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 for a relatively short period. For example, schools may arrange intensive programmes for students to learn Chinese in longer vacations, or arrange intensive learning through a special timetable. Upon completion of intensive and targeted learning, students' Chinese language foundation will be strengthened to pave way for schools' Chinese Language curriculum. 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 within a short period of time 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 advisable 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 minority races in Hong Kong have no tones. It is advisable 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. (Please refer to Appendix XV.)

➤ **Selection of appropriate materials:** In adopting the Bridging / Transition mode, 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

NCS students have to undergo a transition period in learning. When their Chinese standards are adequate for communication, they can immerse in Chinese Language lessons.

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

The Bridging / Transition mode is recommended for those students with a lower level of competencies. Through effective curriculum adaptation, students can learn Chinese intensively within 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 mode, 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.

- **Teachers need 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 mode can be adopted to help NCS students build a solid foundation in Chinese. Nevertheless, this is only a bridging phase and during this stage, in consideration of students' learning progress, Chinese language level and the real situation, teachers may allow students to immerse in general Chinese Language lessons. 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:** Targeted at students with their second language as the access point for learning, 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. For curriculum arrangement, it is suggested that students start with their learning of listening and speaking, and then slowly add the teaching content of character writing and reading. When students have certain language accumulation, teachers may combine the teaching of writing with

reading.

- **Pay attention to the disparity between spoken and written language:** Cantonese is a dialect and its expression form may be different from standard written Chinese, so teachers should be aware of the disparity and transition between the two.
- **Pay attention to features of language learning:** Teachers should pay attention to the features of language learning during teaching. For example, teachers may start teaching from listening and speaking, and gradually add reading and writing into it; teachers should also pay attention to the features of phrases and allow students to learn vocabulary from frequently-used Chinese characters that have strong word building function. Syntactic teaching should be arranged in consideration of the complexity of syntactic structure.
- **Make full use of context to increase input:** Hong Kong has a rich Chinese language environment. Teachers should fully use this advantage to strengthen input of various language materials. (Please refer to Appendix XII.)
- **Make full use of diversified modes of expression:** Different modes of expression are applicable to different social needs such as greeting. When facing different people, different modes of expression should be used. NCS students may not be familiar with the various modes of expression in Chinese. Teachers should therefore try to use diversified expression that allows students to imitate and enhance their interpersonal skills.
- **Group teaching as needed:** NCS students may have contact with Chinese language at different times when they arrive in Hong Kong. With different language background, it is natural that their learning need will be different. Therefore, teachers should take into account their diversified learning needs and arrange group teaching as needed.
- **Adaptation of appropriate learning contents:** Adapt learning content appropriately from the scope of words, pragmatic functions, types of reading, and forms of oral expression to writing skills etc. so as to cater for the different needs of the students.

- **Teaching Strategies**

During the bridging period, teachers are advised to adopt a targeted strategy in accordance with common difficulties that appear in the bridging period for second-language learning in order to assist students in overcoming barriers to their learning. The following suggestions of teaching strategy are applicable to general circumstances in Chinese learning for NCS student, and are particularly suitable for students who learn with a bridging/ transition mode:

- **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 languages of south Asia do not have 'tones'. Their teaching effectiveness can be enhanced if they can make reference to the experience of foreigners learning Chinese tones. (Please refer to Appendix I.)

- **Concept in teaching Chinese characters:** The concept of 'character' and 'stroke' in Chinese language is alien to NCS students and they usually take the characters as pictures, so writing problems such as wrong position of strokes or confusion with components are common for them. 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. (Please refer to Appendix XVII.)
- **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 students of younger age, 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. (Please refer to Appendix XVI.)

For the older students who have already developed a foundation in their first language, their 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. Therefore, making appropriate use of 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. (Please refer to Appendix XVII.).

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. (Please refer to Appendix XV.)

➤ **Flexible teaching based on a second language learning approach:** Second language learning usually consists of three stages. When teachers know which stage their students are in, they can regulate their teaching strategy flexibly. The three stages are:

- **Silent stage:** Learners usually collect second language vocabulary silently and develop language sense of the second language. During this stage, teachers should let students listen and read more to make change gradually.
- **Imitation stage:** After the “silent stage”, learners have absorbed more vocabulary of their second language, so they will try to imitate these modes of expression. Although their understanding of the language may not be thorough enough for them to express themselves completely, teachers may encourage them to express themselves in simple sentences or to imitate some idiomatic phrases, which are nicely demonstrated to enrich their second language experience.
- **Inter-language stage:** When learners accumulate more vocabulary of their second language, they will gradually get used to the expression in the language. As a result, it is common that learners mix the expression in their second language with that in their mother tongue and create an intermediary language, which is commonly called “inter-language”. During this stage, teachers should continue to provide good language demonstration to promote transition for students and help them develop a habit of expression in Chinese.

➤ **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 for Kei Ying (耆英, an euphemism for 'the elderly')", it is too hard for NCS students to understand the meaning of such 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 different stages. At their point of entry into schools, NCS students' ability of Chinese language has to be diagnosed so that appropriate learning objectives and contents can be set. Diagnoses at different learning stages 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 Mode.

(5) Public Examinations

When NCS students reach the Chinese learning threshold and are able to immerse in Chinese Language lessons after taking Bridging / Transition programmes, they may sit for the HKCEE, HKALE, or the coming HKDSE examination. 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) examinations arranged by the HKEAA. (Please refer to Appendix XVIII.)

4.3 Specific Learning Purposes

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. Based on their specific learning targets for communication convenience, emphasis would be put more on the communicative function of the language.

(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 and 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**

To meet their various needs, NCS transient students in Hong Kong may focus on learning basic spoken Chinese and developing listening and speaking ability for daily communication; to learn the written language in daily life context for communication and application.

- **Satisfying specific needs**

With specific learning targets, NCS students usually have to finish learning within a short period of time. They do not need to go through all the learning areas in the Chinese language curriculum. For example, they may first learn listening and speaking, or reading and postpone the learning of writing with narrower learning areas selected to integrate with actual daily-life need, the content of learning should be easier to manage.

- **Flexible management of learning levels**

Since NCS students have their specific learning targets, teachers may select intensive learning content for students and manage learning levels flexibly to relieve learning burden and pressure.

(3) Challenges

Achievements of learning can only satisfy specific needs: Based on specific learning targets and selected learning contents, students may only be able to use Chinese language for limited social communication, for example reading advertisements and filling in forms. For language application in more complicated circumstance such as reading the newspaper, their Chinese language level may not be sufficient.

(4) Implementation

- **Select learning areas of listening and speaking:** The most basic demand of language for people to stay in a place is daily-life communication. NCS students need to possess basic listening and speaking skills in order to satisfy their need in this aspect. Teachers are advised to choose listening

and speaking as the core areas for teaching.

- **Practical functions as the purpose:** Learning with practical functions as the purpose includes reading notices, instructions, newspaper and advertisements, filling in forms, writing simple letters and memos etc., to cater for the reading and writing need in daily life. Teaching should focus on the functional application of Chinese language.
- **Requirement for learning levels are relatively flexible:** With specific learning targets, it is hoped that NCS students can reach the level of basic daily-life communication shortly. Therefore, teachers should not set the learning levels too high for students, and learning content should also be easier.
- **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 instead of Cantonese.

(5) Public Examinations

For transient residents, overseas students returning to Hong Kong or those who are not going to further studies in Hong Kong or find jobs which require fluent Chinese language proficiency, they may focus on language learning for meeting daily-life or working needs. If these students want to obtain qualifications, since the learning content is relatively simple and easy, they may sit for the General Certificate of Education (GCE), the International General Certificate of Secondary Education (IGCSE) and the General Certificate of Secondary Education (GCSE) examinations arranged by the HKEAA. (For related information, please refer to Appendix XVIII - Overseas Chinese Language Examinations and Appendix XIX - Multiple Pathways for NCS Students upon Completing Basic Education.)

4.4 Integrated

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 modes 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 Language 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 primarily 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 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 modes according to the standards of students. Moreover, they may design different access points for different students. For instance, for students who adopt the “Bridging / Transition” mode, teachers can use the strategy of “Diagnose of learning needs” of Mode I to understand their learning progression. Likewise, even for students who adopt the “Specific Learning Purposes” mode, teachers should also make good use of the power of peer assistance to facilitate their language learning.

(3) Challenges

- Schools need to design 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

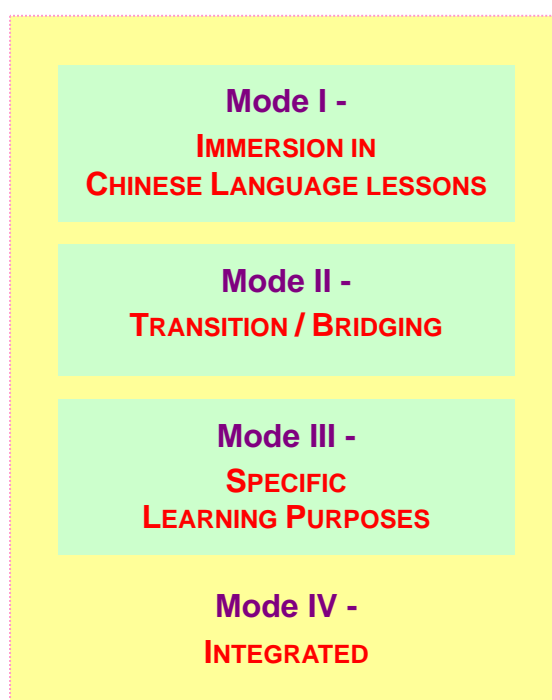
- **Class and group arrangements according to language standard:** After diagnosing students' Chinese standards, students with higher standards can be immersed in Chinese Language lessons. Students with limitations in some language skills (e.g. reading) may not be ready yet for general Chinese Language lessons. They could join the Bridging / Transition programmes to strengthen their Chinese language foundation prior to the immersion. This kind of class and group arrangements enables teachers to cater for students' needs and makes teaching more flexible. (Please refer to Appendix VI.)
- **Streaming for different modes:** Schools with large intakes of NCS students can adopt different recommended modes. 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. (Please refer to Appendix VI.)

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

(5) Public Examinations

With integrated adoption of the above modes, students may sit for relevant examinations in gaining various qualifications, based on their various learning experiences, targets and expectations.

Curriculum modes that could be adopted by schools are summarised in the diagram below –



Chapter V - Learning and Teaching

The purpose of the school curriculum setting is to assist students in grasping learning approaches, building up knowledge, developing good learning habits and self-study skills.

To design learning and teaching activities for NCS students, the first step is to understand students' backgrounds. Schools should thoroughly consider factors such as nationality, mother tongue, family and expectation etc before taking an appropriate strategy.

For comparison between Chinese and mother tongues commonly spoken by NCS students in Hong Kong, please refer to Appendix I.

5.1 Characteristics of Chinese Language Learning

Teachers are advised to learn about the difference between a mother tongue and a second language when adopting targeted learning and teaching strategies for NCS students' Chinese language teaching.

(1) Learning as a Mother Tongue

The acquisition of a mother tongue involves various factors such as culture, social life and mental development etc. It takes place simultaneously with the learning of social culture and the code of conduct. Learners accumulate their knowledge through rich language input over a long period of time in a natural language environment. There is not a particular learning sequence. Language and intelligence is almost developed in parallel.

Students who use Chinese as their mother tongue grow in a rich language environment of Chinese. They can naturally accept the customary features of the Chinese language in terms of characters, pronunciation, grammar, thinking and expression. Although the phonologic function of Chinese characters is indirect, in daily listening and speaking, students are already familiar with Chinese pronunciation. When they learn to recognise characters, the focus is mainly on the linkages among character grapheme, pronunciation and meaning.

As a mother tongue, students should strike a balance between different functions such as communication, application, deliberation and creation etc, and enhance overall language and cultural quality by extensive reading.

(2) Learning as a Second Language

Second language learning usually begins when children have grasped their mother tongue. When learners have passed their development stage, the plasticity of

their vocal systems is relatively lower and may not grasp non-native pronunciation easily. Also, their ability to imitate and memorise is not as strong as early children. With stronger self-awareness and self-esteem, their learning initiative may be lower than early children. However, learners at this stage are stronger in inductive inference and conclusion.

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

Second language acquisition usually undergoes the silent stage, imitation stage and inter-language stage (see paragraph 4.2 in Chapter IV). Learners silently absorb vocabulary, imitate idiomatic phrases and develop language sense of the second language while listening. When speaking and writing, learners are very likely to express themselves in an inter-language that is between their mother tongue and the target (second) language.

Second language learning should not be limited to the learning of basic communication skills. It is also important for students to enhance their academic language proficiency, enrich vocabulary, develop reading and writing skills and further use the second language to acquire other knowledge. Younger students are advised to combine experience of mother tongue learning to learn a second language in a natural environment, so that their basic communication skills and academic language proficiency can be developed simultaneously. For students who start to learn Chinese at an older age, since they are mentally more mature, teachers may inspire their thinking, improve the quality of their thinking and assist them in constructing their knowledge.

(3) Difficulties of Learning Chinese as a Second Language

Consolidating the experience of Chinese language learning for NCS students in Hong Kong and other districts, the followings are the major difficulties for 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 concepts of strokes, stroke order and components of the Chinese characters. They may easily see Chinese characters as individual pictures. For 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 words with individual 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 expressions 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 expressions possess commendatory or derogative sense, such as “成果” (commendatory), “結果” (neutral), “後果” (derogative). Some expressions are metaphorical, such as “芳草” (fragrant grass), “巾幗” (headdress of women), “故人” (old friend). Due to the cultural sense of these expressions, 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 the Chinese language. When learning the 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 having the “modifier placed before the modified”. (Please refer to Appendix I.)

5.2 Learning and Teaching Principles

5.2.1 Basic Principles

In the process of learning and teaching, teachers should guide students to learn positively and actively to manage learning strategies and modes and achieve

interactive learning. It is important for teachers to exercise their professionalism and autonomy in teaching to adapt the curriculum or to design a school-based curriculum; select appropriate learning materials; organise learning activities in accordance with students' varied levels and interest to achieve enhancement and remedial purposes. Teachers should be clear of the learning-teaching-assessment relationship; value the learning process; encourage students to join positively and give judicious guidance to help students learn with confidence and pleasure. While emphasising the cultivation of lifelong learning capacity, teachers themselves at the same time should also have the readiness for lifelong learning, so as to enhance their professional standard.

For desirable learning effect, teachers are advised to note the following learning and teaching principles: (1) Learner-centred; (2) Focus on reading, writing, listening and speaking skills; (3) Accumulate language materials and develop language sense; (4) Plan the teaching and setting precise learning objectives; (5) Emphasis on the organisation of teaching; (6) Cater for learning diversity; (7) Flexible selection and use of learning materials; (8) Design balanced and diversified tasks; (9) Create more space for language learning; (10) Flexible arrangement for language learning time; (11) Pleasurable and effective learning; (12) Emphasis on comprehension and enlightenment; (13) Use multi-media resources to assist teaching; (14) Learn across other KLAs or subjects.

[Please refer to p.47-50 of “*Chinese Language Education Key Learning Area Curriculum Guide (Primary 1 to Secondary 3)*”; p.45-47 of “*Chinese Language Curriculum and Assessment Guide (Secondary 4 to Secondary 6)*”.]

5.2.2 Learning and Teaching Principles that Suit the Learning Context for NCS Students

- **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 mode(s) to cater for their ability and needs. For instance, in remedial classes in Mode I, schools could arrange focused programmes/ classes for strengthening listening and speaking skills, or for Chinese character learning as starters, and then proceed from vocabulary learning to creative writing.
- **Clear teaching targets:** Different modes have different teaching targets. For instance, in Mode II - “Bridging/ Transition”, targets would include holistic and by-phase ones. Targeting at students' eventual immersion in Chinese Language lessons, holistic targets would include time/ work schedule while by-phase targets would include learning objectives, contents and outcomes of each phase according to the students' ability upon their entrance to school.
- **Cater for diversified needs:** Teachers need to observe the learning of NCS students even though they have immersed in Chinese Language lessons and studied together with local Chinese students so as to continuously cater to their needs. After or outside school hour remedial classes could be arranged to supplement, reinforce or enhance students' learning.

- **Adjustment measures on different standards of students:** Whichever mode 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 primary material for secondary, or lower primary material for upper primary) at the beginning, or by tailoring the learning material. For example, some writings narrate before expressing feelings or reasoning. For NCS students of various cultural backgrounds, it may be difficult to comprehend the abstract sentiment or principles of such writings. Teachers may first extract the narrative part from the writing for students to feel the sentiment or underlying principles first. On the teaching strategy, teachers may guide students to read and feel before sharing with their classmates, so that they can experience and understand the feelings of the author more thoroughly.
- **Flexible use of self-access learning resources:** Teachers need to guide NCS students to flexibly make use of self-access learning resources so that students can benefit through self-regulated learning and develop a good habit in using diversified resources such as after or outside school hour remedial classes to enhance their learning. Engagement in a variety of learning activities, e.g. writing exercises, worksheets on listening, games on strokes, web-based self-access learning packages etc. would enable students to learn more via different platforms. (For relevant support resources, please refer to Appendices XX and XXI.)

5.3 Learning and Teaching Strategies

Teachers should pay attention to the following learning and teaching strategies in accordance with the Chinese language learning context of NCS students:

5.3.1 Listening and Speaking

Most of the NCS students start learning Chinese language from listening and speaking. Schools are advised to plan and adjust teaching content with reference to this learning sequence.

Students usually go through the silent stage and imitation stage in second language learning. During this period, students absorb vocabulary, imitate idiomatic expressions and develop language sense through listening, but their language expression may not be complete, so teachers should tolerate and accept it. It is suggested that teachers provide language demonstration to students to create

opportunities for them to listen more, and introduce properly some Chinese words or sentence patterns to help students master common Chinese expressions.

When students have used Chinese for a longer time, they will simplify the structure or meaning of the second language and step into the inter-language stage. Teachers should not force students to use complete sentences at this stage, but should provide more good demonstration for them to consolidate their Chinese expression. Not only do students learn Chinese language for communication, but also for the acquisition of other knowledge. It is therefore not suitable to stay at the level of daily communication only. Instead, teachers should help them enhance their academic language proficiency and construct knowledge for continuous improvement.

5.3.2 Character Learning

Character learning is the key to reading and writing. For learning of these two areas, it is suggested that reading and writing of Chinese characters be separated. The structure of Chinese characters is special and difficult to write for NCS students, while recognising and reading of characters are relatively easier. By separating the learning of reading and writing Chinese characters, it helps students to accumulate vocabulary, develop reading skills earlier, strengthen the input of vocabulary and ideas and build up a solid foundation of language and thinking.

NCS students are advised to first learn basic Chinese characters that are frequently used with strong word building functions. For example, “口” and “言” are individual characters that can form different words. They are also radicals that can form different characters. Characters they formed are easy to recognise: words with “口” as the radical are usually related to movement of the mouth; while words with “言” as the radical are usually related to speaking. By selecting this kind of characters for learning, students can further enrich their vocabulary to enhance learning effectiveness. (Please refer to Appendix XVII.)

5.3.3 Character Writing

Writing Chinese characters is a barrier for NCS students in Chinese language learning. NCS learners in general lack the concept of strokes and components. Since they do not know the structure and grapheme of Chinese characters, very likely they see characters as pictures. To learn writing Chinese characters, students should first understand the structures such as stroke or stroke order. It is important for students to grasp the concept of component grouping. With the basic skills obtained, students may use the ideographic function of Chinese characters to integrate character recognising, writing and memorising. (For radicals and components of Chinese characters, please refer to Appendix II.)

Writing is the foundation of Chinese language learning, but it is not the only objective. Neither should it be made an obstruction to Chinese language learning. While learning to write Chinese characters, NCS students should at the same time continue their learning in listening, speaking, reading and culture etc. The accumulation, consolidation and exploration in language learning as well as Chinese character writing are complementary, which makes the learning content rich and diversified.

5.3.4 Reading

Reading is an essential part of language learning, which is also an effective way to enhance one's academic language proficiency. NCS students need to read at any of the learning stages. Simple readings with less vocabulary and daily-life topics are more suitable for beginners. When students have acquired a certain amount of vocabulary, teachers may increase the reading amount gradually to expand their reading scope. The content of readings has to be educational at any stage. For example, reading materials for secondary students who start learning Chinese language should be selected according to students' vocabulary accumulation. The wording of the readings should be simple, while the content should conform to students' mental development. Classical poetry, idioms and famous quotations of limited words and rich meaning are ideal for language learning. These offer students meaning and fun in reading, so that they can learn the language in pleasant and natural circumstances.

Since reading is a kind of effective learning input, materials adopted should be healthy, consistent with students' mental development and should meet the multicultural needs of NCS students.

5.3.5 Writing

The main difficulty that NCS students encounter in writing is that their limited accumulation of language materials is not sufficient for them to express their rich thinking and feelings. This usually makes people misunderstand their writing ability. As a matter of fact, the number of characters a student knows does not affect his/ her creative thinking. As long as there is an appropriate learning strategy for them, both NCS students and other local students can write beautiful articles. For example, primary students may start their imagination from objects or incidents in their daily life and use simple vocabulary to write poetry to express their feelings.

Given the problem of insufficient language material accumulation, it would be a good idea to integrate the teaching of writing and reading, and the teaching of writing should be arranged after that of reading. Teachers may inspire and guide students to write through the input of reading to cultivate students' reading skills. Teachers may allow students to start learning to write from imitation such as to write with sentence patterns provided. When students are familiar with more Chinese modes of expression, teachers may guide students to think and exercise their creativity progressively, and add their own content in writing, which facilitates independent writing at the final stage.

5.3.6 Create Rich Language Environment

The use of varied and appropriate teaching strategies and the creation of a rich language environment are beneficial to the enhancement of NCS students' interest and motivation in learning Chinese. When students adapt to the language 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,

bringing Chinese language learning into their daily-life.

5.3.7 Peer Learning

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 Language lessons after half a year or more 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 of different nationalities who could neither speak Cantonese nor recognise Chinese characters and were not able to communicate in English were enrolled in the same school. The school arranged for them to have lessons together with other local students to learn to communicate in Cantonese in a rich Chinese language environment. After learning Chinese for a year, they were both able to speak fluent Cantonese and write orderly compositions of about 100 words for the part on "writing with pictures and vocabularies provided" in the examination.

5.3.8 Continuous Assessment, Timely Quality Feedback

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.

Chapter VI - Assessment

6.1 Diversified Modes of Assessment

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

6.2 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 strengths and weaknesses so as to divide the learning contents into smaller parts for students' easier and progressive learning. Evidence gathered from students' learning can give teachers feedback and enable them to adjust the teaching strategies in order to enhance students' learning effectiveness.

6.3 Measurement of Chinese Language Learning Standard

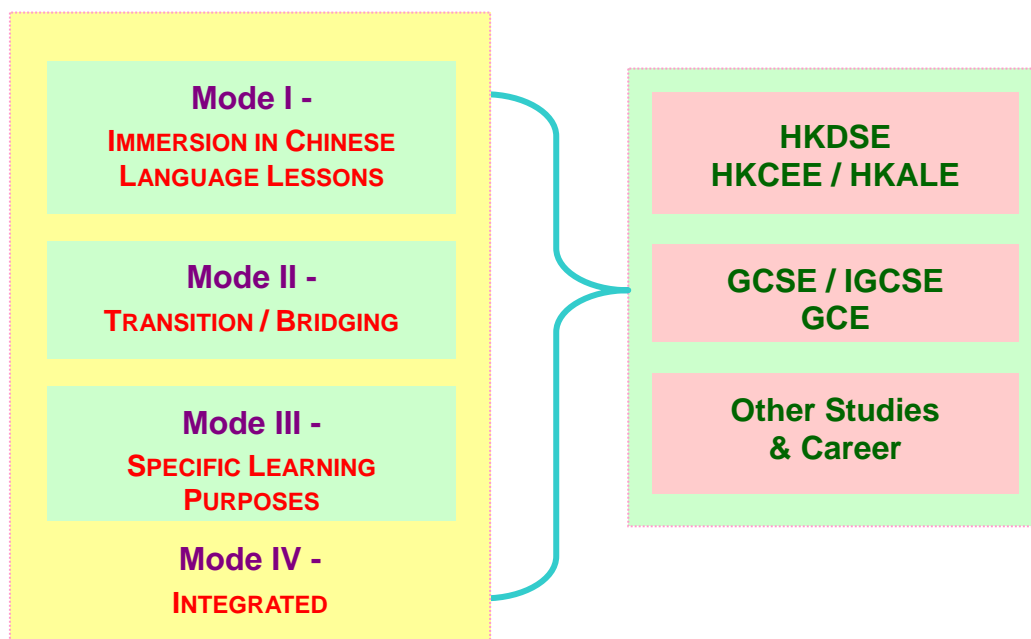
Teachers are required to measure students' Chinese proficiency at different stages. For example, the enrolment diagnosis is helpful for teachers in designing appropriate learning objectives and content for a bridging programme. Diagnosis at different Key Stages helps teachers know more about students' learning progress and make timely adaptations to the curriculum and learning standard. When one Key Stage comes to an end, teachers may also see if students have reached the threshold of Chinese language learning by diagnosis.

6.4 External Assessment

If NCS students can reach similar Chinese language proficiency levels as their Chinese-speaking counterparts, we should encourage them to sit for the Chinese Language of Hong Kong Certificate of Education Examination (HKCEE), Hong Kong Advanced Level Examination (HKALE) or the Hong Kong Diploma of Secondary Education (HKDSE) examination. NCS students may also apply for other overseas examinations to obtain qualifications in Chinese language. For example, they may choose to sit for General Certificate of Education (GCE),

International General Certificate of Secondary Education (IGCSE) and General Certificate of Secondary Education (GCSE) examinations arranged by the Hong Kong Examinations and Assessment Authority. (Please refer to Appendix XVIII.)

To summarise, diversified assessments and multiple exits are provided to NCS students in Hong Kong upon completion of learning in different modes as shown in the diagram below –



Chapter VII – Learning and Teaching Resources

7.1 Diversified Learning and Teaching Materials

(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

- Conform to NCS students' cognitive development
- Catering for learner diversity
- Positive contents
- Diversified texts
- Arousing learning interests

Principles on Choosing Texts

- With a high readability
- Focus on practical texts

Principles on Choosing Audio-visual Materials

- With vivid languages
- Diversified expressions
- Excellent audio-visual effect and colourful images
- Highly interactive, arousing students' learning motivation

[Please refer to p.73 of "*Chinese Language Education Key Learning Area Curriculum Guide (Primary 1 to Secondary 3)*"; p.71 of "*Chinese Language Curriculum and Assessment Guide (Secondary 4 to Secondary 6)*".]

Principles on Chinese Learning Material Selection

- **Learning materials have to conform to students' intellectual development.** Compared to other local students, some NCS students may have less chance to use Chinese language, so their Chinese language standard may be lower than their Chinese-speaking counterparts of the same age. When teaching NCS students, teachers at initial stage may adopt learning materials for junior classes to match up with students' standard. However, even if the type of teaching material reaches suitable standard, the content may not be able to conform to the age and mental development of students. Consequently, to promote students' improvement and development, teachers are advised to be more careful in selecting learning materials and not to adopt anything directly without adjustment.
- **Learning materials have to take into account the feature of diversified cultures among minority groups.** NCS students of different nationalities possess different cultural backgrounds such as religion, cuisine and costume etc. Some of their customs may be greatly different from Chinese culture. When selecting learning materials, teachers are advised to pay special attention to the content of material and respect the various cultures to prevent cultural disputes.

NCS students may not understand Chinese culture as much as their Chinese-speaking counterparts. NCS students are actually curious, and they would be glad to know more about Chinese culture. Therefore, elements of Chinese culture could be added into learning materials appropriately to help students grasp the cultural characteristics of their resident country, city and people around them. From that NCS students could immerse into Hong Kong society and grow up together with other local students. (Please refer to Appendices VIII and XI.)

(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.

7.2 Learning Resource Development

(1) Developing Package Materials

The Chinese Language Education Section of the Curriculum Development Institute, Education Bureau (EDB) will help to develop a series of package teaching reference materials. These include “Lexical Lists with English explanations for Fundamental Chinese Learning in Hong Kong Schools” and its web-version, “Path to Mastery of Chinese Characters: Courseware on Chinese Character Writing” (bilingual version) and “Path to Moral Excellence: Primary Chinese Language Learning Software on Traditional Chinese Virtues” (bilingual version) and “From Traditional to Simplified Characters: Simplified Chinese Character Courseware” (English version) and “From Simplified to Traditional Characters: Traditional Chinese Character Courseware” (English version). (For package teaching reference materials, please refer to Appendix XX.)

(2) Teaching Material Adaptation

EDB will collect current school teaching materials, absorb frontline practical experience, and gather opinions widely. After review, research and adaptation, EDB will revise the materials according to students’ development to design learning sets (in a similar format as textbooks) for primary and secondary schools’ reference and use. Based on these learning sets, schools may make adjustment for more suitable learning materials in accordance with students’ language and cultural backgrounds. More diversified teaching materials are expected to be developed in the future for NCS students’ use in Chinese language learning.

7.3 Use of Community Resources

Building on existing strengths, schools may make good use of services and resources provided for NCS students in helping teachers 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 a web-based platform as well as developing school-based teaching resources database, EDB will help teachers to better 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. Focus is first 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) Collaborative Development

Schools may seek professional assistance from services and projects provided by educational organisations, charitable organisations, tertiary institutes and NGOs to provide appropriate support to NCS students. For example, EDB has commissioned tertiary institutes to set up a Chinese Language Learning Centre to jointly render support to teachers and students.

(3) Enhancing Teachers' Professionalism

• Professional Qualifications

Tertiary institutes will provide teachers with programmes for professional qualifications, e.g. certificate, diploma, 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 in-service training programmes to enhance the professionalism of primary and secondary school teachers regarding NCS students learning Chinese language.

• Joint-school Teacher Professional Development Activities

Currently, teachers' experience in teaching NCS students is rather rudimentary, therefore 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 also 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. As most of the NCS students' parents do not know Chinese, schools should reinforce communication 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 may also consider opening their campuses for appropriate after-school support for NCS students. Schools may even enroll parent volunteers to help organise activities for NCS students, encouraging them to communicate in Chinese so that their listening and speaking skills could be enhanced.

(6) Research and Development Projects for NCS students

EDB has commissioned tertiary institutes to develop research projects on NCS students' learning, e.g. collecting data from different schools for analysis; or investigating second language learners' experiences in other districts. Meanwhile, one of the institutes also conducts research on NCS students' language standards. Based on the listening, speaking, reading and writing data collected, an assessment tool would be developed. Teachers may make good use of similar assessment tools to evaluate NCS students' Chinese language proficiency so that they can adjust their learning and teaching strategies.

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” (attack + strike). 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-] as “break” in English. Transcriptions like [sh], [ch], [ng] in Hanyu Pinyin all represent single consonants.

As collected during the development of the Supplementary Guide, Urdu, English, Nepali, Tagalog, Hindi etc are more commonly used in NCS students’ families in Hong Kong. Among these languages, 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 Austronesian 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 - 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.

Radicals and Components of Chinese Characters

Radicals and components are constituting parts of Chinese characters. Radicals are categories of characters defined by dictionaries according to character grapheme and structure, while components are building units making up characters. Grasping knowledge on radicals and components are helpful to recognising and writing Chinese characters and the use of dictionaries.

Radicals

In the Eastern Han era, *Xu Shen* (許慎) edited the classic, *Explanation and Study of Principles of Composition of Characters* (說文解字), by categorising his collected characters into 540 radicals. Since then, arrangement by radicals is commonly adopted in Chinese dictionaries for easy checking. Till the Qing Dynasty, the number of radicals was reduced to 214 in the *Kangxi Dictionary*. In 1983, 201 radicals were listed in the *Uniformed Table of Radicals for Chinese Characters (Draft)* (漢字統一部首表(草案)) by *State Commission of Language Reform* (中國文字改革委員會) and *National Bureau of Publications* (國家出版局).

Characters are categorised according to the difference of character graphemes and structures. In each category, the most simple character is listed on top and usually named as the “radical” of the category. For example, “口”, “木”, “日” are radicals. Characters such as “吃”, “唱”, “吹” belong to the radical “口”, while “林”, “樹”, “果” belong to the radical “木”, and “昨”, “晚”, “明” belong to the radical “日”.

Knowledge on radicals enables students to look-up Chinese dictionaries and also inspires them on understanding the meaning of the characters. For example, characters belong to the radical “木” are usually related to plant and tree, while characters belong to the radical “水” are related to water. Differentiating between similar radicals would be very helpful to the correct use of Chinese characters.

Radicals listed in *Kangxi Dictionary* (康熙字典) and *Uniformed Table of Radicals for Chinese Characters (Draft)* (漢字統一部首表(草案)) can be found below for reference.

Table 2 – Radicals listed in *Kangxi Dictionary* (康熙字典)

In the table below, most simulations of Cantonese pronunciation are taken from *Hong Kong Lexical Lists for Primary Learning* (香港小學學習字詞表) published by the Education Bureau in 2007.

No. of Strokes	Serial no.	Radical	Simulation of Cantonese pronunciation (直音)	Hanyu Pinyin	No. of Strokes	Serial no.	Radical	Simulation of Cantonese pronunciation (直音)	Hanyu Pinyin
1	1	一	[日 1]	yī	2	19	力	[歷]	lì
1	2	丨	[滾]	gǔn	2	20	勹	[包]	bāo
1	3	丶	[主]	zhǔ	2	21	匕	[比]	bǐ
1	4	丿	[撇]	piě	2	22	匚	[方]	fāng
1	5	乙	[月]	yǐ	2	23	匚	[係]	xì
1	6	冫	[決]	jué	2	24	十	[拾]	shí
2	7	二	[義]	èr	2	25	卜	[僕 6]	bǔ
2	8	亠	[頭]	tóu	2	26	冫/巴	[節]	jié
2	9	人/亻	[人]	rén	2	27	厂	[漢]	hǎn
2	10	儿	[人]	rén	2	28	厶	[私]	sī
2	11	入	[邑 6]	rù	2	29	又	[右]	yòu
2	12	八	[捌]	bā	3	30	口	[后 2]	kǒu
2	13	冂	[肩]	jiān	3	31	口	[圍]	wéi
2	14	冫	[覓]	mì	3	32	土	[討]	tǔ
2	15	冫	[冰]	bīng	3	33	士	[示]	shì
2	16	几	[椅/機]	jǐ/jī	3	34	攵	[紙]	zhǐ
2	17	凵	[勘]	kǎn	3	35	攵	[綏]	suī
2	18	刀/刂	[都]	dōu	3	36	夕	[直]	xī

No. of Strokes	Serial no.	Radical	Simulation of Cantonese pronunciation (直音)	Hanyu Pinyin
3	37	大	[帶 6]	dà
3	38	女	[餒]	nǚ
3	39	子	[止]	zǐ
3	40	𠂇	[棉]	mián
3	41	寸	[串]	cùn
3	42	小	[蕭 2]	xiǎo
3	43	尢/允/兀	[汪]	wāng
3	44	尸	[師]	shī
3	45	巾	[徹]	chè
3	46	山	[刪]	shān
3	47	巛/川	[穿]	chuān
3	48	工	[公]	gōng
3	49	己	[紀]	jǐ
3	50	巾	[斤]	jīn
3	51	干	[肝]	gān
3	52	幺	[腰]	yāo
3	53	广	[染]	yán
3	54	廴	[引]	yǐn
3	55	升	[拱]	gǒng
3	56	弋	[亦]	yì

No. of Strokes	Serial no.	Radical	Simulation of Cantonese pronunciation (直音)	Hanyu Pinyin
3	57	弓	[工]	gōng
3	58	亅/ㄣ/ㄣ	[計]	jì
3	59	彡	[衫]	shān
3	60	彳	[斥]	chì
4	61	心/忄/小	[森]	xīn
4	62	戈	[果 1]	gē
4	63	戶	[互]	hù
4	64	手/扌	[守]	shǒu
4	65	支	[之]	zhī
4	66	攴/攴	[撲]	pū
4	67	文	[民]	wén
4	68	斗	[豆]	dǒu
4	69	斤	[巾]	jīn
4	70	方	[芳]	fāng
4	71	无	[無]	wú
4	72	日	[逸]	rì
4	73	曰	[藥]	yuē
4	74	月	[穴]	yuè
4	75	木	[目]	mù
4	76	欠	[謙 3]	qiàn

No. of Strokes	Serial no.	Radical	Simulation of Cantonese pronunciation (直音)	Hanyu Pinyin
4	77	止	[只]	zhǐ
4	78	歹/歹	[壓]	è
4	79	殳	[殊]	shū
4	80	毋	[無]	wú
4	81	比	[彼]	bǐ
4	82	毛	[巫]	máo
4	83	氏	[是]	shì
4	84	气	[汽]	qì
4	85	水/氵/氷	[雖 2]	shuǐ
4	86	火/灬	[伙]	huǒ
4	87	爪/𠂇	[找]	zhuǎ
4	88	父	[付]	fù
4	89	爻	[肴]	yáo
4	90	𠂇	[牆]	qiáng
4	91	片	[騙]	piàn
4	92	牙	[衙]	yá
4	93	牛/牜	[偶 4]	niú
4	94	犬/犭	[圈 2]	quǎn
5	95	玄	[懸]	xuán

No. of Strokes	Serial no.	Radical	Simulation of Cantonese pronunciation (直音)	Hanyu Pinyin
5	96	玉/玨	[欲]	yù
5	97	瓜	[卦 1]	guā
5	98	瓦	[雅]	wǎ
5	99	甘	[金]	gān
5	100	生	[甥]	shēng
5	101	用	[翁 6]	yòng
5	102	田	[填]	tián
5	103	疋/疋/疋	[疏]	shū
5	104	疒	[溺/牀]	nì/ chuáng
5	105	𠂇	[撥]	bō
5	106	白	[帛]	bái
5	107	皮	[疲]	pí
5	108	皿	[茗]	mǐn
5	109	目/𠂇	[木]	mù
5	110	矛	[茅]	máo
5	111	矢	[始]	shǐ
5	112	石	[碩]	shí
5	113	示/礻	[士]	shì
5	114	肉	[蹂]	róu

No. of Strokes	Serial no.	Radical	Simulation of Cantonese pronunciation (直音)	Hanyu Pinyin
5	115	禾	[和]	hé
5	116	穴	[月]	xué
5	117	立	[臘]	lì
6	118	竹	[足]	zhú
6	119	米	[迷 5]	mǐ
6	120	糸	[覓]	mì
6	121	缶	[否]	fǒu
6	122	网/四/ 𦉳/𦉴/𦉵	[網]	wǎng
6	123	羊/𦍋	[陽]	yáng
6	124	羽	[雨]	yǔ
6	125	老	[魯]	lǎo
6	126	而	[兒]	ér
6	127	耒	[誅]	lěi
6	128	耳	[以]	ěr
6	129	聿	[律]	yì
6	130	肉/月	[玉]	ròu
6	131	臣	[神]	chén
6	132	自	[字]	zì
6	133	至	[志]	zhì

No. of Strokes	Serial no.	Radical	Simulation of Cantonese pronunciation (直音)	Hanyu Pinyin
6	134	白	[舅]	jiù
6	135	舌	[屑 6]	shé
6	136	舛	[喘]	chuǎn
6	137	舟	[州]	zhōu
6	138	艮	[靳]	gèn
6	139	色	[息]	sè
6	140	艸/艸	[草]	cǎo
6	141	虍	[呼]	hū
6	142	虫	[毀]	huǐ
6	143	血	[何月 3]	xuè
6	144	行	[恆]	xíng
6	145	衣/衤	[伊]	yī
6	146	西/西	[亞]	xià
7	147	見	[建]	jiàn
7	148	角	[各]	jiǎo
7	149	言	[延]	yán
7	150	谷	[菊]	gǔ
7	151	豆	[逗]	dòu
7	152	豕	[始]	shǐ

No. of Strokes	Serial no.	Radical	Simulation of Cantonese pronunciation (直音)	Hanyu Pinyin
7	153	豸	[治]	zhì
7	154	貝	[輩]	bèi
7	155	赤	[斥 3]	chì
7	156	走	[酒]	zǒu
7	157	足/趾	[竹]	zú
7	158	身	[申]	shēn
7	159	車	[奢]	chē
7	160	辛	[新]	xīn
7	161	辰	[臣]	chén
7	162	辵/辵	[綽]	chuò
7	163	邑/卩 (右)	[泣]	yì
7	164	酉	[有]	yǒu
7	165	采	[辨]	biàn
7	166	里	[李]	lǐ
8	167	金	[今]	jīn
8	168	長/𠂔	[祥]	cháng
8	169	門	[瞞]	mén
8	170	阜/卩 (左)	[埠]	fù
8	171	隶	[逮]	dǎi

No. of Strokes	Serial no.	Radical	Simulation of Cantonese pronunciation (直音)	Hanyu Pinyin
8	172	隹	[追]	zhuī
8	173	雨	[羽]	yǔ
8	174	青	[稱]	qīng
8	175	非	[飛]	fēi
9	176	面	[麵]	miàn
9	177	革	[格]	gé
9	178	韋	[圍]	wéi
9	179	韭	[久]	jiǔ
9	180	音	[陰]	yīn
9	181	頁	[業]	yè
9	182	風	[封]	fēng
9	183	飛	[非]	fēi
9	184	食/飠	[蝕]	shí
9	185	首	[手]	shǒu
9	186	香	[鄉]	xiāng
10	187	馬	[螞]	mǎ
10	188	骨	[橘]	gǔ
10	189	高	[羔]	gāo
10	190	髟	[標]	biāo

No. of Strokes	Serial no.	Radical	Simulation of Cantonese pronunciation (直音)	Hanyu Pinyin	No. of Strokes	Serial no.	Radical	Simulation of Cantonese pronunciation (直音)	Hanyu Pinyin
10	191	鬥	[豆 3]	dòu	12	203	黑	[克]	hēi
10	192	暢	[暢]	chàng	12	204	黠	[指]	zhǐ
10	193	鬲	[歷]	lì	13	205	黽	[敏]	mǐn
10	194	鬼	[軌]	guǐ	13	206	鼎	[頂]	dǐng
11	195	魚	[如]	yú	13	207	鼓	[古]	gǔ
11	196	鳥	[裊]	niǎo	13	208	鼠	[暑]	shǔ
11	197	鹵	[魯]	lǔ	14	209	鼻	[備]	bí
11	198	鹿	[陸]	lù	14	210	齊	[妻 4]	qí
11	199	麥	[陌]	mài	15	211	齒	[此]	chǐ
11	200	麻	[媽 4]	má	16	212	龍	[隆]	lóng
12	201	黃	[王]	huáng	16	213	龜	[閏]	guī
12	202	黍	[鼠]	shǔ	17	214	龠	[躍]	yuè

Table 3 – Radicals listed in *Uniformed Table of Radicals for Chinese Characters (Draft)* (漢字統一部首表(草案))

1. There are totally 201 radicals, listed according to the number of strokes and also the order of the first stroke. Equivalents in the traditional character system and variants are listed in brackets, in light of easy retrieval according to stroke numbers.
2. For different kinds of dictionaries, radicals could be flexibly adopted in forms of simplified or traditional characters or their variants.

No. of strokes	Radical				
一畫	1. 一	2.	3. J	4. 、	5. 乙 (ㄣ ㄚ ㄣ)
二畫	6. 十	7. 厂 (丿)	8. 匚	9. 卜 (扌)	(丩)

No. of strokes	Radical				
	10. 冂(冂)	(亻)	(丿)	11. 八(ㄨ)	12. 人(入亻)
	(入)	(夕)	13. 勹	(冂)	14. 匕
	15. 儿	16. 几(几)	17. ㄣ	18. ㇀	(ㄨ)
	19. ㄣ	(讠)	20. 口	21. 冫(冫)	(冫左)
	(冫右)	22. 刀	(夕𠂇)	23. 力	24. 厶
	25. 又	26. 攴	(冫)		
三畫	27. 干	28. 工	29. 土(士)	(艹)	30. 升
	31. 大	32. 尢(兀允)	(兀)	(扌)	33. 寸
	34. 弋	(𠂇)	35. 口	36. 口	37. 巾
	38. 山	39. 彳	40. 彡	(彡)	41. 夕
	42. 久	(𠂇)	43. 斗(𠂇)	44. 广	(𠂇)
	45. 冂(冂)	(讠)	46. ㄣ	(讠)	47. ㄣ(ㄣ)
	48. 尸	49. 己	50. 弓	51. 中(中)	52. 女
	53. 飞(飛)	54. 小(ㄣ)	55. 子	56. 马(馬)	(彡)
	(ㄣ)	57. 幺	58. ㄣ		
四畫	59. 王(玉)	60. 无(无)	61. 韦(韋)	(艹)	62. 木
	63. 支	64. 犬(彡)	65. 歹(歹)	66. 车(車)	67. 戈
	68. 比	(无)	69. 牙	70. 瓦	71. 止
	72. 支(攴)	73. 日(日)	(日)	74. 贝(貝)	75. 见(見)
	76. 牛	77. 手(扌)	78. 毛	79. 气	(攴)
	80. 长(長)	81. 片	82. 斤	83. 爪(ㄣ)	84. 父
	(允)	(ㄣ)	85. 月(月)	86. 氏	87. 欠
	88. 风(風)	89. 殳	90. 文	91. 方	92. 火(灬)
	93. 斗	(灬)	94. 户	(礻)	95. 心(忄)

No. of strokes	Radical				
	(巾)	(冂)	(小)	96. 母(母)	97. 水(氵水)
五畫	(玉)	98. 示(礻)	99. 甘	100. 石	101. 龙(龍)
	(歹)	102. 业	103. 目	104. 田	105. 四
	106. 皿	(钅)	107. 生	108. 矢	109. 禾
	110. 白	111. 瓜	112. 鸟(鳥)	113. 犮	114. 立
	115. 穴	(礻)	(艹)	116. 疋(疋)	117. 皮
	(水)	118. 夂	119. 矛	(母)	
六畫	120. 耒	121. 耳	122. 老(耂)	123. 臣	124. 西
	(西西)	125. 而	126. 页(頁)	127. 至	128. 虍(虎)
	129. 虫	130. 肉	131. 缶	132. 舌	133. 竹(𥯲)
	134. 白	135. 自	136. 血	137. 舟	138. 色
	139. 齐(齊)	140. 衣(衤)	141. 羊	(𦍋𦍋)	142. 米
	143. 聿	(巾)	144. 艮	145. 艸(艸)	146. 羽
	147. 糸(纟)				
七畫	148. 麦(麥)	149. 走	150. 赤	(車)	151. 豆
	152. 酉	153. 辰	154. 豕	(長)	155. 鹵(鹵)
	(貝)	(見)	156. 里	157. 足(足)	158. 邑(阝右)
	159. 身	160. 辵(辵)	161. 采	162. 谷	163. 豸
	164. 龟(龜)	165. 角	166. 言(讠)	167. 辛	
八畫	168. 青	169. 卓	170. 雨	(長)	171. 齒(齒)
	172. 非	(虎)	173. 黽(黽)	174. 隹	175. 阜
	(阝左)	176. 金(钅)	177. 鱼(魚)	(門)	178. 隶
九畫	179. 革	(頁)	180. 面	181. 韭	182. 骨
	183. 香	184. 鬼	185. 食(饣)	(風)	186. 音

No. of strokes	Radical				
	187. 首	(韋)	(飛)		
十畫	188. 鬲	189. 髟	(馬)	190. 鬥	191. 高
十一畫	192. 黃	(麥)	(鹵)	(鳥)	(魚)
	193. 麻	194. 鹿			
十二畫	195. 鼎	196. 黑	197. 黍		
十三畫	198. 鼓	(毳)	199. 鼠		
十四畫	200. 鼻	(齊)			
十五畫	(齒)				
十六畫	(龍)				
十七畫	201. 龠	(龜)			

Components

“Component” is a term in Chinese character studies. Components are composed of strokes, and characters composed of components. For example, the character “思” is composed of the two components “田” and “心”, while the character “碧” is composed of “王”, “白” and “石”. Some components are at the same time radicals such as “木” and “日”, while some are not. For example, to decompose the word “偉” into components, only “人” and “口” are radicals and the other components are not. Based on different needs, there are various ways to decompose the components of Chinese characters. In 1997, the *State Language Commission* (國家語文文字工作委員會) listed 560 components in “*Table of Fundamental Components of Chinese Characters*” (漢字基礎部件表), appended to the “*Chinese Character Component Standard of GB 13000.1 Character Set for Information Processing*” (信息處理用 GB13000.1 字符集漢字部件規範).

Some academics and teachers deem that though there are thousands of Chinese characters, once the learner grasps a few dozens of components, a large amount of characters can easily be formed. Non-Chinese speaking students may decompose Chinese characters into components and start learning by recognising and memorising commonly found components. In this way, recognising and writing Chinese characters would be easier and more effective.

Chinese Language Learning Experience in Districts with Large Chinese Population

(Information collected in 2007)

Besides Hong Kong, territories around the world that use Chinese language as the major language, such as Mainland China, Macau, Taiwan and Singapore etc., are experienced in offering Chinese language learning to 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.

Experiences in Mainland China

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 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.

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 *National Office of Chinese Language Council International* (國家漢語國際推廣領導小組辦公室) has conducted a study called “A Study on Hanyu competency standard” (漢語能力標準研究), the *Institute of Applied Linguistics, Ministry of Education* (教育部語言文字應用研究所) studied on “Second Language Groups” (第二語言群), which includes Chinese language (Chinese character writing) of overseas students and Chinese language learning in ethnic minority regions. The *Chinese Language International Research Centre* (漢語語言國際推廣研究中心) conducted research on language policies in different countries. Through these different researches, the characteristics of learning Chinese language 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 below.

(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:** In the process of language learning, peers have the greatest influence with teacher influence coming 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 quickly.
- **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.

Experiences in Taiwan

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.

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 Test of Proficiency - Huayu (TOP) 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.

Experiences in Singapore

1. Background

In Singapore, besides Chinese, Malaysians and Indians, there are also students of other ethnicities coming from Thailand, Korea, Indonesia and Myanmar. Although Chinese is one of the four official languages in Singapore, 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”.

2. Experiences

The Chinese curriculum for primary and secondary schools in Singapore is one of the mother tongue curricula using 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 curriculum 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 in providing connective effect.

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 varied needs.

Note: Taking second language learning as the cutting point in adapting the suggested learning objectives for primary and secondary Chinese language curricula in accordance with NCS students' ability and learning needs, so as to help students achieve learning targets progressively. The learning objectives of this exemplar are adapted from Suggested Learning Objectives recommended by Curriculum Development Council for the Chinese Language subject at Primary and Secondary levels. Words in **bold** type listed on the table below indicate key parts of teaching in the school, while those in *Kai Shu* (楷書) indicate parts of special attention for NCS students' learning. This exemplar is applicable to the curriculum mode - "Immersion in Chinese Language Lessons".

Exemplar on Adaptation of School-based Learning Objectives

(Information provided by Delia Memorial School (Broadway))

進階中國語文課程學習重點：(參照課程發展議會發布小學及中學中國語文課程建議學習重點加以調適)

範疇 \ 階段		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
		(中一)非華語	(中二及中三)非華語	(中四至中六)非華語
基礎知識	漢字： 形音義	<ul style="list-style-type: none"> ➤ 認識漢字筆畫、筆順 ➤ 認識字形間架結構 ➤ 認識常見偏旁、部件 ➤ 認識字形的手寫體和印刷體 	<ul style="list-style-type: none"> ➤ 認識字形的正體和俗體字 	<ul style="list-style-type: none"> ➤ 認識漢字的形體：甲骨文、小篆、隸書、草書、楷書和行書 ➤ 認識漢字正體、俗體和異體 ➤ 認識簡化字的特點 ➤ 認識六書：象形、指事、會意、

範疇 \ 階段		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
		(中一)非華語	(中二及中三)非華語	(中四至中六)非華語
		➤ 認識造字法：象形、形聲、指事、會意		形聲、轉注和假借
		➤ 認識漢語聲、韻、調		➤ 認識漢語聲、韻、調
		➤ 認識常見同音字		➤ 認識多音字和多義字
	詞語	➤ 認識反義詞、同義詞、近義詞和多義詞		➤ 認識詞語的感情色彩(褒貶、比喻)
		➤ 認識口語和書面語詞彙的不同	➤ 認識詞語配搭 ➤ 認識詞語褒貶配搭	➤ 認識不同詞類：副詞、介詞、助詞
		➤ 認識不同詞類：名詞、動詞、形容詞、數詞、量詞、代詞、連詞、語氣詞、歎詞、副詞、介詞、助詞 ➤ 量詞和數詞、名詞的關係		➤ 認識古漢語詞彙的特點
	句子	➤ 認識句子結構主、謂、賓 ➤ 認識語句間的關係	➤ 認識句子結構主、謂、賓、定、狀 ➤ 認識語句間的關係	➤ 認識句子結構主、謂、賓、定、狀、補 ➤ 認識語句間的關係 ➤ 認識常見文言文句式

範疇 \ 階段		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
		(中一)非華語	(中二及中三)非華語	(中四至中六)非華語
	標點符號	<ul style="list-style-type: none"> ➤ 認識句號、逗號、問號、嘆號、頓號、省略號、書名號、專名號 ➤ 認識冒號、引號的引述說話用法 ➤ 句號與 full stop; 逗號、頓號與 comma; 引號與 quotation mark 	<ul style="list-style-type: none"> ➤ 認識括號、引號的其他常見用法 ➤ 認識冒號的提示或引起下文的用法 ➤ 認識分號作並列分句之間停頓的用法 ➤ 認識破折號的解釋或說明用法 	<ul style="list-style-type: none"> ➤ 認識著重號、連接號、間隔號的用法
	遣詞用字	<ul style="list-style-type: none"> ➤ 認識遣詞用字在表達上的效果 		<ul style="list-style-type: none"> ➤ 認識遣詞用字在表達上的效果 ➤ 認識常用的修辭手法
	篇章	<ul style="list-style-type: none"> ➤ 認識不同性質的文字(敘述、描寫、抒情、說明、議論)的特點 ➤ 認識實用文(書信、便條、日記、周記、通知、報告、說明書、廣告、海報、單張、標語、告示)的功能及應用範圍。 		<ul style="list-style-type: none"> ➤ 認識實用文字(啓事、通告、章則、演講辭、會議紀錄、新聞稿、建議書)的功能和特點(如用語和格式) ➤ 認識詩、文、小說、戲劇等文學體裁的特點 ➤ 認識古今中外名家名作
	工具書	<ul style="list-style-type: none"> ➤ 認識常用檢索法的使用，如部首、筆畫、音序 ➤ 認識常用的字典(書籍及電子版)、兒童百科全書 		<ul style="list-style-type: none"> ➤ 認識常用的字典辭典(書冊及電子版)、百科全書

階段 範疇		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
		(中一)非華語	(中二及中三)非華語	(中四至中六)非華語
聆聽範疇	聆聽範圍	<ul style="list-style-type: none">➤ 不同性質的話語：敘述、描寫、抒情、說明、議論➤ 不同類型的話語：口頭指示、故事、學校廣播、報告、新聞報導、演講、對話、訪問、辯論、戲劇等➤ 不同題材的話題：生活、科普、歷史、文化、藝術等		<ul style="list-style-type: none">➤ 敘述、描寫、抒情、說明、議論➤ 對話、報告、演講、訪問、討論、辯論、視聽資訊➤ 社會、政治、經濟、醫健
	聆聽能力： 理解語意	<ul style="list-style-type: none">➤ 聽出話語中的主要信息➤ 感受話語所表達的感情		<ul style="list-style-type: none">➤ 理解話語內容(話語重心、表達順序)➤ 理解說話人的立場、意圖和觀點➤ 理解話語的深層意義
			<ul style="list-style-type: none">➤ 聽出不同的觀點	
		<ul style="list-style-type: none">➤ 聽出故事中的寓意		
			<ul style="list-style-type: none">➤ 聽出說話後的實際意義	
	聆聽能力： 分析綜合	<ul style="list-style-type: none">➤ 分辨事實與意見	<ul style="list-style-type: none">➤ 分析話語內容，如語段間的銜接和呼應關係	<ul style="list-style-type: none">➤ 分析話語層次、前後關係➤ 比較、分析、綜合不同說話者的觀點、論點
		<ul style="list-style-type: none">➤ 綜合話語內容，如概括全篇意思		
			<ul style="list-style-type: none">➤ 比較不同觀點	
	聆聽能力： 評價	<ul style="list-style-type: none">➤ 簡單評價內容，如是非美惡	<ul style="list-style-type: none">➤ 評價話語內容，如是否與主題有關、是否合理	<ul style="list-style-type: none">➤ 評價話語的內容和表達方法➤ 品評語詞優劣
	聆聽能力： 探究創新	<ul style="list-style-type: none">➤ 在理解的基礎上，推斷話語以外的內容和見解➤ 運用聯想和想像，產生新的意念		<ul style="list-style-type: none">➤ 探究話語的內容，對內容有個人的感受，產生新的意念、觀點和建議➤ 聯繫相關的材料，提出新的問題或見解

範疇 \ 階段		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
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	聆聽能力： 掌握視聽 資訊	➤ 理解音像材料(如互聯網、視像光碟、電視節目)所傳遞的信息		<ul style="list-style-type: none"> ➤ 理解影視節目的情節結構、人物塑造、畫面的象徵意義等 ➤ 比較從不同媒體篩選所得的資料，識別事實與意見 ➤ 比較、分析、綜合來自不同媒體的資料，評價資料的呈現效果(如語言文字、畫面、影像) ➤ 欣賞和評價不同媒體所傳遞的訊息及其傳播效果 ➤ 探究不同媒體所傳遞的信息，對訊息有個人的感受，產生新的意念、觀點或建議
	聆聽策略： 掌握聆聽 策略	➤ 聯繫生活經驗及已有知識以理解話語		➤ 聯繫生活經驗及已有知識以理解話語
		➤ 因應不同的聆聽材料，採取適當的聆聽方法，如 邊聽邊想像	➤ 因應不同的聆聽材料，採取適當的聆聽方法，如邊聽邊記重點、抓住關鍵詞句	➤ 因應不同聆聽材料、不同的目的(如交際、求知、評議、消閒)，運用適當的或綜合運用

範疇 \ 階段		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
		(中一)非華語	(中二及中三)非華語	(中四至中六)非華語
		➤ 利用多種途徑資源 (如鑑貌辨色、音像材料、資訊科技)以幫助聆聽		不同的聆聽方法(如聯想、想像、邊聽邊思考、邊聽邊記、找出重點詞語) ➤ 注意說話人的勢態語、語調，以幫助聆聽
	聆聽興趣、態度習慣： (樂於聆聽、認真聆聽)	➤ 樂於聆聽不同類型的話題 ➤ 安靜、耐心、專注地聆聽 ➤ 有禮貌，不隨意插話 ➤ 仔細聆聽，認真思考 ➤ 與人交流時尊重對方，理解對方處境 ➤ 聆聽時作適當回應，如點頭、微笑、鼓掌、應答		➤ 樂於聆聽不同類型的話題 ➤ 安靜、耐心、專注地聆聽 ➤ 有禮貌，不隨意插話 ➤ 仔細聆聽，認真思考和判斷 ➤ 持開放態度，尊重不同意見觀點 ➤ 聆聽時作適當回應(如運用勢態語)
說話範疇	說話範圍	➤ 不同性質的話語： 敘述、描寫、抒情、說明、議論 ➤ 不同類型的話語： 複述、講述(見聞、故事、感想) 、報告、交談、討論、辯論、訪問、游說等		
	說話能力： 目的內容、 表達方式	➤ 按表達需要確定說話內容	➤ 因應情境和對象確定說話內容	➤ 因應目的、聽者、場合，確定說話內容和表達方式
		➤ 確定表達方式，如 敘述、描寫、抒情、說明、議論		
	說話能力： 組織結構	➤ 有條理地說話 ➤ 說話扣住主題、圍繞中心		➤ 組織話語(如圍繞中心、安排層次、前後連貫)

範疇 \ 階段		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
		(中一)非華語	(中二及中三)非華語	(中四至中六)非華語
			➤ 按需要剪裁說話內容，安排詳略	
		➤ 展開話題和結束話語		
	說話能力： 口語表達	➤ 正確地發音，清晰地吐字 ➤ 運用適當的語氣：陳述、感歎、疑問、祈使 ➤ 語調自然、穩定，並運用聲調變化(如輕重、升降、抑揚頓挫)以表情達意 ➤ 說話快慢、停連、長短適當 ➤ 按需要適當調節音量		➤ 發音正確，吐字清晰 ➤ 運用不同的語氣(如感歎、疑問、祈使、命令) ➤ 語調自然，運用聲調變化(如輕重、升降、抑揚頓挫)以表情達意
		➤ 用準確口語詞、禮貌用語說話 ➤ 說話意思完整	➤ 按情境選擇得體的用語表達	➤ 按需要調節音量和語速(如快慢、停連) ➤ 用語確切、豐富 ➤ 表達簡潔、流暢、得體 ➤ 闡述觀點清楚、全面
	說話策略： 掌握說話策略	➤ 聯繫生活經驗及已有知識以構思話語 ➤ 因應不同的目的，採取適當的說話方式，如先想後說，邊想邊說，運用勢態語，運用觀察、想像		➤ 聯繫生活經驗及已有知識構思說話 ➤ 多讀多聽，多觀察，運用聯想

範疇 \ 階段		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
		(中一)非華語	(中二及中三)非華語	(中四至中六)非華語
			<div>➤ 利用各種途徑資源(如使用圖片、圖表、講稿、資訊科技)以協助說話</div>	<div>和想像，豐富說話內容</div> <div>➤ 因應不同的目的、對象、場合，運用適當的或綜合運用不同的說話方法(如實話實說、適時讚美、提問、重複、轉換話題、以問代答、適當運用幽默感、勢態語等)</div> <div>➤ 按情境變化，調整說話內容和表達形式(如用語、語調)</div>
	說話興趣、 態度習慣： （樂於表達、勇於表達、應對得體）	<div>➤ 主動與他人交談</div> <div>➤ 主動發言，積極參與討論</div> <div>➤ 有自信地發言，敢於說出自己的意見</div>		<div>➤ 積極參與討論</div> <div>➤ 具自信心、勇於表達自己的觀點</div> <div>➤ 尊重他人的不同意見</div> <div>➤ 說話真誠、謹慎、客觀</div> <div>➤ 說話文雅大方</div> <div>➤ 樂於與人溝通</div> <div>➤ 提出不同意見及更正他人錯誤時，運用適當的語氣和措辭</div> <div>➤ 不隨意夾雜外語，避用口頭禪</div>
		<div>➤ 尊重他人發言</div> <div>➤ 尊重他人的不同意見</div>		
		<div>➤ 說話坦誠</div> <div>➤ 說話有禮貌、不粗鄙、不隨便插話</div>		

階段 範疇		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
		(中一)非華語	(中二及中三)非華語	(中四至中六)非華語
閱讀範疇	閱讀範圍	<ul style="list-style-type: none"> ➤ 不同性質的材料：敘述、描寫、抒情、說明、議論 ➤ 從不同來源（如課文、兒童讀物、報章、雜誌、互聯網）閱讀不同類型的材料：童話、詩歌、故事、寓言、散文、小說、實用文（如書信、便條、日記、周記、通知、報告、說明書、廣告、海報、標語、告示）等 ➤ 不同題材的讀物：生活、科普、歷史、文化、藝術等 		<ul style="list-style-type: none"> ➤ 不同性質的材料：敘述、描寫、抒情、說明、議論 ➤ 不同類型的材料：取材自古今優秀作品、翻譯作品、科普文字、實用文字、報紙、雜誌、視聽資訊（電視節目、電影、戲劇、音像材料等） ➤ 不同題材的讀物：生活、歷史、文化、科普、社會、政治、經濟、藝術、醫健等
	閱讀能力： 認讀文字	<ul style="list-style-type: none"> ➤ 認讀常用字 ➤ 辨識字形、字音、字義 		<ul style="list-style-type: none"> ➤ 辨識字形、字音、字義
	閱讀能力： 理解詞語	<ul style="list-style-type: none"> ➤ 理解學習和生活中常見的詞語 	<ul style="list-style-type: none"> ➤ 理解所學篇章中與現代語義不同的文言詞語 	<ul style="list-style-type: none"> ➤ 理解字詞在不同語境中的含義 ➤ 理解常用文言虛詞的意義及用法 ➤ 辨析多義詞及詞類活動 ➤ 連繫古今詞義的關係，比較古今詞義的異同

範疇 \ 階段		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
		(中一)非華語	(中二及中三)非華語	(中四至中六)非華語
	閱讀能力： 理解句子	➤ 理解句子的意思		<ul style="list-style-type: none"> ➤ 理解句子的意義和在段落或篇章中的作用 ➤ 理解句子、段落的銜接關係
	閱讀能力： 理解段落	<ul style="list-style-type: none"> ➤ 理解句子前後銜接關係 ➤ 理解段意 		➤ 理解段意和內容層次
	閱讀能力： 理解篇章	➤ 理解內容大意、內容要點、主旨、寓意，體會作者表達的思想感情		<ul style="list-style-type: none"> ➤ 理解作品的主旨 ➤ 理解作者의思想和感情
		➤ 辨識簡單的敘述手法，如順敘、倒敘	➤ 辨識不同性質的表達方法，如描寫、抒情、說明、議論	
	閱讀能力： 分析綜合	➤ 分析、綜合內容（如概括段落及篇章的意思、作出總結、分辨事實與意見），分析組織結構、寫作目的		<ul style="list-style-type: none"> ➤ 分析寫作目的、作者觀點 ➤ 分析作品結構、寫作技巧 ➤ 比較、分析、綜合不同作品的內容和觀點
	閱讀能力： 評價	➤ 評價內容，如人物的性格和行爲		➤ 評價作品的思想內容和寫作手法
	閱讀能力： 探究創新	<ul style="list-style-type: none"> ➤ 在理解的基礎上，推斷閱讀材料以外的內容和見解 ➤ 運用聯想和想像，產生新的意念 		<ul style="list-style-type: none"> ➤ 探究作品的內涵，對作品有個人的感悟，產生新的意念、觀點或建議 ➤ 聯繫相關的材料，提出新的問題或見解

範疇 \ 階段		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
		(中一)非華語	(中二及中三)非華語	(中四至中六)非華語
	閱讀能力： 欣賞	➤ 欣賞作品中優美的語言（如韻律、節奏）和生動的形象		<ul style="list-style-type: none"> ➤ 感受作品的藝術形象、語文之美、體味作品的思想感情 ➤ 欣賞作品的內容美、形式美和二者相互結合的美
	閱讀能力： 掌握視聽 資訊	➤ 理解音像材料（如互聯網、視像光碟、電視節目）所傳遞的信息		<ul style="list-style-type: none"> ➤ 理解影視節目的情節結構、人物塑造、畫面的象徵意義等 ➤ 闡釋圖表所傳遞的信息 ➤ 比較從不同媒體篩選所得資料，識別事實與意見 ➤ 比較、分析、綜合來自不同媒體的資料（如語言文字、數字、圖表、畫面、影像） ➤ 欣賞、評價不同媒體所傳遞的訊息及其傳播的效果 ➤ 探究不同媒體所傳遞的訊息，對訊息有個人的感受，產生新的意念、觀點或建議
	閱讀策略： 掌握策略 重點	➤ 聯繫生活經驗及已有知識以理解閱讀材料		<ul style="list-style-type: none"> ➤ 聯繫生活經驗及已有知識以理解閱讀材料 ➤ 因應不同目的、不同閱讀材

範疇 \ 階段		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
		(中一)非華語	(中二及中三)非華語	(中四至中六)非華語
		<ul style="list-style-type: none"> ➤ 因應不同的閱讀材料，採取適當的閱讀方法，如精讀、默讀、朗讀（配合感情、有自信地朗讀優美的文字） 	<ul style="list-style-type: none"> ➤ 因應不同的閱讀材料，運用適當的閱讀方法，如略讀、瀏覽、主題閱讀法、找出關鍵語句 	<p>料，運用適當的閱讀方法，如讀前想後文、先推測後證實；透過誦讀文學作品，感受語文之美和體味作品思想感情；運用想像、聯想，再現作品的藝術形象</p>
		<ul style="list-style-type: none"> ➤ 利用各種途徑資源（如插圖、互聯網、工具書、圖書館、博物館）以幫助閱讀 		<ul style="list-style-type: none"> ➤ 借助工具書、音像材料、互聯網及相關資料以幫助閱讀
	閱讀興趣、態度習慣： （樂於閱讀、勤於閱讀、認真閱讀）	<ul style="list-style-type: none"> ➤ 培養閱讀興趣，感受閱讀的趣味 ➤ 專注地閱讀 ➤ 經常閱讀，多利用圖書館 ➤ 主動尋找閱讀材料，養成課外閱讀的習慣 ➤ 交流閱讀心得，與其他說話、聆聽、寫作活動結合 ➤ 投入閱讀活動，如參加閱讀計畫 		<ul style="list-style-type: none"> ➤ 培養閱讀興趣，享受閱讀的樂趣 ➤ 專注地閱讀 ➤ 經常閱讀，持之以恆 ➤ 獨立、主動閱讀 ➤ 樂於與人分享和交流閱讀經驗

範疇 \ 階段		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
		(中一)非華語	(中二及中三)非華語	(中四至中六)非華語
寫作範疇	寫作範圍	➤ 不同性質的表達：敘述、描寫、抒情、說明、議論 ➤ 不同類型的寫作：詩歌、童話、故事、賀卡、邀請卡、書信、便條、日記、周記、報告等		➤ 不同性質的表達：敘述、描寫、抒情、說明、議論 ➤ 不同類型寫作：一般寫作、文學創作（散文、詩歌、小說、戲劇）、實用寫作（書信、啓事、通知、章則、說明書、演講辭、會議記錄、新聞稿、報告、建議書、專題介紹、評論、宣傳文字、電子簡報等）
	書寫能力： 寫字	➤ 書寫常用字 ➤ 硬筆、毛筆的執筆和運筆方法		
		➤ 正確的寫字姿勢和良好的書寫習慣，如書寫規範、端正、整潔	➤ 良好的書寫習慣，如書寫工整、行款整齊、文本整潔	
	寫作能力： 目標內容、表達方式	➤ 按寫作需要確定寫作內容 ➤ 確定表達方式，如敘述、描寫、抒情、說明、議論		審題立意： ➤ 確定讀者、題意，確立中心、主題 ➤ 根據需要，選用適當的或綜合運用不同的表達方式（敘述、描寫、抒情、說明、議論）

範疇 \ 階段		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
		(中一)非華語	(中二及中三)非華語	(中四至中六)非華語
	寫作能力： 組織結構	<ul style="list-style-type: none"> ➤ 選取合適素材 ➤ 開頭展開話題，結尾收束全篇 ➤ 分段表達 	<ul style="list-style-type: none"> ➤ 選擇能突出重點的素材 ➤ 按需要剪裁內容，安排詳略 ➤ 按表達重點分段 ➤ 有條理地表達 ➤ 過渡銜接 	布局謀篇： <ul style="list-style-type: none"> ➤ 圍繞中心，選用適當的材料 ➤ 剪裁內容，安排詳略、突出中心 ➤ 組織結構（如開頭結尾、過渡照應、層次條理）
	寫作能力： 書面語運用	<ul style="list-style-type: none"> ➤ 運用閱讀和生活中學到的書面語 ➤ 按表達需要運用不同語氣 ➤ 完整、通順地表達 ➤ 運用合適修辭手法以提高表達效果 ➤ 按表達需要使用常見的標點符號 		書面表達： <ul style="list-style-type: none"> ➤ 語言文字合乎語文規範 ➤ 運用不同修辭手法以提高表達效果 ➤ 準確使用標點符號
	寫作能力： 修訂	<ul style="list-style-type: none"> ➤ 修改有明顯錯誤的詞句 	<ul style="list-style-type: none"> ➤ 修訂語句，推敲字詞 ➤ 調整內容，增刪材料 	<ul style="list-style-type: none"> ➤ 推敲字詞、語句 ➤ 修正觀點、增刪材料 ➤ 調整結構
	寫作能力： 表達方式的運用	<ul style="list-style-type: none"> ➤ 敘述，如順敘、倒敘 ➤ 描寫，如直接描寫、間接描寫（例如通過事件間接描寫人物） ➤ 抒情，如直接抒情、間接抒情（例如通過事件間表抒發感受） 		<ul style="list-style-type: none"> ➤ 敘述：運用不同的敘述手法（如順敘、倒敘、插敘）；運用不同人稱敘述

範疇 \ 階段		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
		(中一)非華語	(中二及中三)非華語	(中四至中六)非華語
		<ul style="list-style-type: none"> ➤ 說明，如解說日常用品的使用步驟 ➤ 議論，如提出理由支持意見 	<ul style="list-style-type: none"> ➤ 說明，如舉例、比較、分類 ➤ 議論，如舉出例證支持意見 	<ul style="list-style-type: none"> ➤ 描寫：運用直接描寫、間接描寫等方法；運用人物描寫、景物描寫、場面描寫等方法 ➤ 抒情：如懷人、感事、感物、感時；運用直接抒情、間接抒情的手法 ➤ 說明：運用各種說明方法（如分類、對比） ➤ 議論：如論事、論理、論人；運用各種議論方法（如例證、因果、比較、類比、比喻、歸納、駁論、正反立論、對比）；運用一般的推論方法（如三段論式）
	寫作能力： 實用寫作	<ul style="list-style-type: none"> ➤ 確定對象，使用合適的格式和用語 	<ul style="list-style-type: none"> ➤ 游說，如提出要求及理由 	<ul style="list-style-type: none"> ➤ 確定對象，因應寫作目的，運用合適的格式和用語
	寫作能力： 文學創作	<ul style="list-style-type: none"> ➤ 嘗試不拘形式、自由地把見聞、感受和想像寫出來 		<ul style="list-style-type: none"> ➤ 運用基本的創作方法和技巧進行創作

範疇 \ 階段		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
		(中一)非華語	(中二及中三)非華語	(中四至中六)非華語
	寫作策略： 掌握寫作 策略	➤ 聯繫生活經驗及已有知識以構思寫作內容		➤ 聯繫生活經驗及已有知識構思寫作內容 ➤ 多讀多聽、多觀察、運用聯想和想像，豐富寫作內容 ➤ 因應寫作目的、場合和對象，運用不同的寫作方法 ➤ 運用創意策略（如假設法、反習慣法、思潮泉湧法、腦衝擊法、強烈組合法） ➤ 利用字典辭書、百科全書以協助寫作 ➤ 透過各種途徑（如書籍、報刊、互聯網、音像資料）搜集寫作材料 ➤ 結合多種媒體（如圖表、聲音、影像）加強表達效果
	➤ 因應不同的寫作要求，採取適當的寫作方法，如 先說後寫 ，運用 順序觀察 、多感官觀察，運用 聯想、想像	➤ 因應不同的寫作要求，運用適當的寫作方法，如運用對比及分類		
	➤ 利用各種途徑資源（如互聯網、工具書、交換寫作心得）以協助寫作			

範疇 \ 階段		第一階段(小一至小三)華語	第二階段(小四至小六)華語	第三、四階段(中一至中五)華語
		(中一)非華語	(中二及中三)非華語	(中四至中六)非華語
	寫作興趣、 態度習慣： (樂於寫作、勤於寫作、認真寫作)	<ul style="list-style-type: none"> ➤ 與其他說話、聆聽、閱讀活動結合，欣賞他人的作品，分享寫作心得與樂趣 ➤ 培養創作意識，主動投入，體會寫作樂趣 ➤ 樂於嘗試不同類型的寫作 ➤ 勤於練筆 ➤ 通過不同途徑（如觀察生活、蒐集喜愛作品並分類、讀報）積累寫作材料，並作摘錄 ➤ 認真思考、反復修改 		<ul style="list-style-type: none"> ➤ 樂於與人分享和交流寫作心得 ➤ 培養創作意識，主動投入，體會寫作樂趣 ➤ 樂於嘗試不同類型的寫作 ➤ 勤於練筆 ➤ 樂於發表 ➤ 認真思考，反復修改 ➤ 樂於接納別人的意見

Note: Table 1 illustrates the adaptation of learning objectives at the junior secondary level. According to NCS students' ability, flexible adaptation in four learning strands is suggested. This exemplar is suitable for Secondary 1 – 3. Table 2 illustrates the adaptation of learning modules at the primary level. With traditional Chinese festivals as teaching materials, it exposes NCS students to Chinese culture to assist them in immersion into the community. Sharing festivals of homelands among students could promote cultural exchange. This exemplar is suitable for Primary 4 – 6.

The two exemplars are both applicable to the curriculum mode - “Immersion in Chinese Language Lessons”.

Exemplar on Adaptation of Learning Objectives and Learning Modules

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 	在學習時，遇到需要辨別字詞的一詞多義、同義詞、詞義色彩的地方，教師宜多加解釋，教學生分辨。	非華語學生學習中文時，由於缺乏類似母語習得的語感，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，配合非華語學生心智發展，選取適合青少年、貼近他們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。

	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	
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和歷史意義。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。

Note: The school designed the curriculum in the perspectives of the Key Learning Area of Chinese Language Education. The curriculum consists of Putonghua, Mainstream Chinese language, Chinese Adaptation Programme and Chinese Immersion Programme. The design of each programme varies in meeting the diversified ability and needs of NCS students. Schools divide students into classes according to their ability to care for individual learning needs. Students may apply for relevant public examinations according to their learning experiences.

This exemplar integrates various modes in accordance with students' diverse backgrounds and learning progress, which satisfies students' needs and expectations, and enhance teaching effect at the same time.

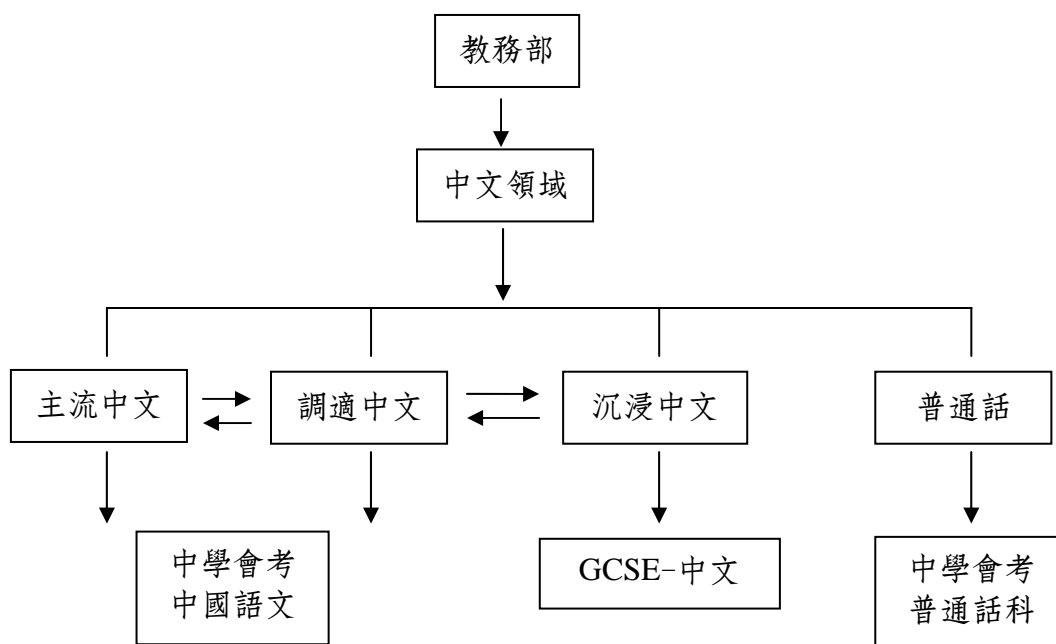
Exemplar on Chinese Language Teaching Plan

(Information provided by Delia Memorial School (Broadway))

一、教學理念

1. 學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)**
依課程指引及教科書施教，採用普通話音標教學；
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鉤，須確保學生有基本能力考取中學會考中國語文科；否則宜在中四級轉軌。
4. **沉浸中文 (Chinese Immersion Programme)**
因應特定目標設計課程；
以英語及粵語音標為過渡工具教學，逐漸過渡至漢字學習；
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，以便編入適當的中文組別；
3. 學生須定期接受診斷測試，以便有效轉流。

Note: With a thematic module organisation, this exemplar on curriculum framework employs learning materials on daily-life topics. Elements of Chinese culture are enhanced to realise the spirit of cultural harmony. In the curriculum design, spoken and written languages are differentiated for developing NCS students' daily-life communication skills. This exemplar is suitable for the primary levels.

This exemplar is applicable to various curriculum modes.

Brief Introduction on School-based Curriculum Framework

(With reference to information provided by Li Sing Tai Hang School)

學校校本課程涵蓋《中國語文課程指引（小一至小六）》所列九個學習範疇，同時考慮非華語學生在聽、說、讀、寫和照顧差異各方面的獨特困難。課程內容從識字到閱讀，按能力分級，總共有 11 級。

校本教材以**主題**為單元組織，取材生活化，還包括一些中華文化知識。如《好兒童》一冊中的單元四「新年到了」，就包括第八課《「年」的故事》、第九課《過新年》及第十課《我愛新年》這三篇與農曆新年有關的課文。

校本教材中每一課都清楚列明教學目標以及讀、寫、聽、說、文學、文化、思維、語文自學和品德情意的具體要求。例如《日常生活》單元二「兒歌」的第九課《動物大會》，「我要學」中除列明讀、寫、聽、說的教學目標外，也有文學、語文自學及品德情意範疇的要求。如文學方面，要求學生認識押韻和背誦童詩，語文自學方面，希望學生能認識其他小動物的名稱，在品德情意方面，則希望學生懂得愛護小動物。

每一課後設「我會認」、「認多一點」和「我會寫」三個部分，分別顯示認讀與書寫兩方面的具體要求。「我會認」中的字、詞選自課文，除附注音外，還有英語對譯，以配合非華語學童的學習需要；「認多一點」中的字、詞並非選自課文，但與課文內容相關，有助學生進一步擴充詞彙量；「我會寫」中的字、詞同樣選自課文，但只強調漢字的字形，數量亦明顯比「我會認」部分少。認讀與書寫兩部分的安排，有助非華語學童盡快增加語文輸入、積儲詞彙，培養閱讀興趣，建立思維基礎。

「我會說」和「我會討論」是說話能力訓練活動。「我會說」透過簡單、固定而重複的口語句型，培養學生口語溝通的能力。「我會討論」提供貼近生活的話題，讓學生自由發表意見，有些題目會加入文化、思維和品德情意等元素。例如《做個好學生》單元一「好兒童」的第二課《學校是我家》，「我會討論」的題目是「老師在學校有甚麼工作？我可以幫忙嗎？」。這類題目提供了思考的空間，讓學生自由發揮。

此外，每課均附有相應的預習活動和評估課業，活動和課業的形式多元化，如課前思考題、資料搜集、填充、配對、句子續寫、辨別押韻字、部首組字、腦圖、畫圖等。部分課業更設延伸活動或挑戰題，以引發學生的學習興趣，深化每課所學。

學習總綱

單元一 好兒童

課文	讀	寫	聽說	品德情意	文學／文化／思維
第一課： 魔術船	<ul style="list-style-type: none"> 部件「山」：山、島、岸 部件「田」：魔、界、貓（第二課） 形容詞：奇妙、勇敢 動詞：乘坐、划、搖、往返、起飛 	<ul style="list-style-type: none"> 魔界、小島、山谷 複句續寫「齊齊乘坐魔術船，到……。」 	說說乘坐魔術船會去的地方和原因	/	齊唱兒歌 發揮想像力
第二課： 小花船	<ul style="list-style-type: none"> 學習修辭：擬人法 自我介紹 	<ul style="list-style-type: none"> 沙發、站在、捕捉 運用擬人法寫複句：句式「我是……，我有……。」 背默兒歌 	說說自己養的寵物。（或朋友養的寵物）	欣賞自己的長處	背誦兒歌

單元二 聖誕節

課文	讀	寫	聽說	品德情意	文學／文化／思維
第三課： 聖誕節（一）	<ul style="list-style-type: none"> 部件「士」：聲、讀、吉（第九課） 部件「目」（溫習）：睡、眼睛、看見 標點：感嘆號 學習：排比句 	<ul style="list-style-type: none"> 扮、睡覺、聲、裝着 排比句「……一起……，一起……，一起……。」 	學說故事，並猜猜結局	在節日裏分享愛與關懷	兒童故事

	「……— 起……，一 起……，一 起……」				
第四課： 聖誕節 (二)	<ul style="list-style-type: none"> ● 部件「車」：車、輛、陣 ● 理解段落之間的關係 ● 語氣的改變 	<ul style="list-style-type: none"> ● 鹿車、一輛、陣陣 ● 句式「(名詞)+已經+(動詞)+了。」 	討論聖誕老人是不是真的出現過	在節日分享快樂	兒童故事

單元三 知規守禮

課文	讀	寫	聽說	品德情意	文學／文化／思維
第五課： 守規則	<ul style="list-style-type: none"> ● 部件「言」：課、請、許、計、訴、詳、訂 ● 動詞：答、舉、守、排、玩、鬥、拍 	<ul style="list-style-type: none"> ● 容許、遵守規則 ● 複句句式「……的時候……，要……。」 ● 背默韻文 	告訴大家學校裏遵守規則的原因	遵守規則	韻文識字：守、手；隊、許、趣 背誦韻文
第六課： 麥嘜故事 (一)	<ul style="list-style-type: none"> ● 部件「口」：嘜、唸、吃、可、知、吉、給、和、故 ● 部件「言」(溫習)：罰、讚、詩 ● 標點：專名號 ● 因果複句：「……，因為……。」 	<ul style="list-style-type: none"> ● 讚、罰、唸古詩、另 ● 句式：「……，因為……。」 	評論人物的性格與行為	培養學生的自律精神	/
第七課： 麥嘜故事 (二)	<ul style="list-style-type: none"> ● 部件「米」：粒、糕、糖(第九課) ● 部件「口」(溫習)：啤、呆、哭、可、吃、別、如、嘜、卻、說、這、站、歡 ● 轉折複句：「……，可是……。」 	<ul style="list-style-type: none"> ● 蛋糕、一粒士多啤梨 ● 句式：「……，可是……。」 	說說故事的主旨	關心別人，為別人著想	/

單元四 新年到了

課文	讀	寫	聽說	品德情意	文學／文化／思維
第八課： 「年」的故事	<ul style="list-style-type: none"> ● 部件「系」：紅、紙、紛 ● 部件「工」：紅、敢、工(第九課) 	<ul style="list-style-type: none"> ● 勇敢、紅紙、紛紛 ● 句式：複句「……原 	說說中國農曆新年的習俗	/	認識農曆新年的傳統故事

課文	讀	寫	聽說	品德情意	文學／文化／思維
	課)、經(第四課) ● 句式：原來…… (最後兩段)	來……。」			
第九課： 過新年	● 部件「皿」：盆、盒、溫(第六課) ● 理解段落之間的關係 ● 標點(溫習)：頓號 ● 複句句式： 「……，然後……。」	● 兩盆、全盒、習俗 ● 複句句式： 「……，然後……。」	說說自己的家鄉是怎樣準備過新年的	分工合作，承擔家務工作	了解中國人準備慶祝新年的活動
第十課： 我愛新年	● 部件「刀」：分、初、留(第六課)、齊(第一課) ● 標點：專名號(溫習) ● 理解段落之間的關係 ● 句式：「太好了！大年初一到了」	● 十分、年初二、立刻 ● 續寫：「太(好)了！……」	說說香港的新年習俗和活動	發揮創意，創作新遊戲	了解中國人慶祝新年的活動

Note: In these teaching materials, learning activities are mainly in the form of questioning and conversation. This provides NCS students with more opportunities to listen and exchange views in Chinese, developing their listening and speaking skills, which is crucial to the Bridging / Transition mode.

These school-based learning materials are diversified with Chinese culture elements included. Understanding such knowledge would facilitate students' immersion into the society.

This exemplar is mainly applicable to the Bridging / Transition mode. Upon adaptation it could also be used in other curriculum modes.

This exemplar is suitable for the primary level.

Brief Introduction on School-based Teaching Materials

(With reference to information provided by Islamic Primary School)

校本教材除課本外，還包括作業和寫作字卡等。每級課本都以個人、家庭、學校、社會、文化五個範疇劃分，學習內容主要圍繞日常生活。

教材中學習活動主要以提問和對答的形式進行，每冊課本最後附有範文，供學生閱讀。教材有大量圖畫，配合學習內容，學生能透過圖像，認讀字詞；一些課題更有英文對譯，方便學生學習。

教材中有不少中華文化元素，如在一年級介紹「中秋節」和「新年」；二年級介紹「重陽節」和「清明節」；三年級介紹「端午節」。非華語學生能透過活動和篇章，認識更多有關中國的風俗習慣和歷史。教材中亦有童詩，讓學生能接觸不同文類，增加語文學習的興趣。

評估方面，每冊課本均附有作業，評估活動主要是填空、連線、句式、繪圖、填色、聆聽、重組句子等，讓學生能學以致用，鞏固學習。

Note: This exemplar caters for students with a lower starting point in Chinese language learning. It puts more emphasis on the function of language. The learning content is mainly about student's life, which allows students to learn in context to accumulate language items for daily-life need, so that they can adapt to their school life as soon as possible. This exemplar is used in the school in Secondary 1 – 3.

This exemplar is applicable to various curriculum modes.

Exemplar I on Chinese Language Teaching Scheme

(With reference to information provided by St. Margaret's Secondary & Primary School)

課程框架簡介：

中一至中三級的校本課程框架，稱為**生活中文**，學習內容圍繞學生生活。

課程的框架設計從學生**個人**出發，然後發展到**家人**，再延伸至**國家**，學習中華文化。設計循序漸進，先從漢字、句式學起，打好基礎後才學習中華文化。中一以學習漢字和簡單句式為主，中二較集中學習中華文化。中三就在中一、二的基礎上，鞏固及深化所學。

中一級學期初先測試學生能力，了解學生的中文水平。教學內容方面，先教課堂語言，以助學生掌握課堂用語。學生在中一級先學簡單漢字，介紹自己及打招呼方法。讓學生熟悉簡單的句式，如「是……的」後，進一步教導他們較為複雜的句式，例如：「更」、「最」、「先……然後」。於學期終，期望學生能以短文介紹自己。

中二級的學習內容較集中於認識中華文化。於寫作方面，要求比中一級高，學生要撰寫簡短的報告。

中三級所學習的句式較中一、二複雜，如從學習簡單的「是……的」，到學習「雖然……但是……」、「愈……愈……」、「不但……而且……」等程度較深的句式。

Subject: 生活中文

Form: 中一

Module 單元	Date 日期	Period 教節	Content 內容	Teaching Objective 教學目標/重點	Other 其他教學內容	Exercise & Test 課後練習及評估	Teaching Notes 教學筆記
預備	17-28/9	2	1. 課程及考試要求 2. 基本能力測試 3. 粵語拼音簡介	✓ 讓同學認識整個課程內容及考試要求 ✓ 讓同學了解自己的中文程度 ✓ 讓同學初步掌握粵音		基本能力測試 讀出所教的「課堂用語」	✓ 「粵音知識」筆記
課堂用語 一	2/10– 7/12	10	1. 課堂用語 2. 單元一：你好	✓ 讓同學先認識一些課堂用語，使教學更順利 ✓ 讓學生懂得以粵語打招呼 ✓ 讓學生能以粵語說出日期及時間 ✓ 讓學生能以粵語介紹自己 ✓ 讓學生能書寫簡單漢字 ✓ 學生能掌握逗號、句號的用法 ✓ 學生能寫作「是……的」句子	✓ 筆順 ✓ 常用字 ✓ 逗號、句號的用法 ✓ 「是……的」句子	詞語抄寫 對譯練習 配對練習 聆聽練習：數字 說話練習：打招呼 句子寫作：「是……的」 默書	✓ 「課堂用語」 ✓ 「筆順」 ✓ 「標點符號」

Module 單元	Date 日期	Period 教節	Content 內容	Teaching Objective 教學目標/重點	Other 其他教學內容	Exercise & Test 課後練習及評估	Teaching Notes 教學筆記
五	10/12-22/2	8	單元五：上學、上班	<ul style="list-style-type: none"> ✓ 學生能說出及寫出香港常見的交通工具 ✓ 學生能說出自己上學的方法 ✓ 學生能寫出比較句子 (comparative sentences) 及運用「更」、「最」 ✓ 學生能寫作「先……然後」句子 	<ul style="list-style-type: none"> ✓ 識字 ✓ 「更」、「最」的用法 ✓ 「先……然後」句子 	句子寫作：「先……然後」 詞語抄寫 聆聽練習 對譯練習：比較句子 說話練習：時間 默書	<ul style="list-style-type: none"> ✓ 「香港交通工具」 ✓ 「比較句子」工作紙
二	25/2-2/5	10	單元二：一家人	<ul style="list-style-type: none"> ✓ 回答有關家庭狀況的簡單問題 ✓ 說出香港不同區域的名稱 ✓ 學生能說出及寫出不同職業的名稱 ✓ 學生能以「是(不是)/有(沒有)……嗎？」造句 	<ul style="list-style-type: none"> ✓ 識字 ✓ 「過」字的用法 ✓ 「這」「那」、「哪」的用法 	詞語抄寫 短答練習：「是(不是)/有(沒有)……嗎？」 聆聽練習：填充 對譯練習：日期 說話練習：對話 默書	<ul style="list-style-type: none"> ✓ 「稱謂」 ✓ 「香港地區」 ✓ 「各種職業」 ✓ 「這」「那」、「哪」的分別
三	5/5-30/5	4	單元三：國家、語言	<ul style="list-style-type: none"> ✓ 讀出及寫出不同國家的名稱 	<ul style="list-style-type: none"> ✓ 識字 ✓ 「……不但 	詞語抄寫 短答練習	「國家名稱」

Module 單元	Date 日期	Period 教節	Content 內容	Teaching Objective 教學目標/重點	Other 其他教學內容	Exercise & Test 課後練習及評估	Teaching Notes 教學筆記
				✓ 指出不同國家所用的語言 ✓ 以「……可是……」造句 ✓ 以「……不但……而且……」造句	…… 而且……」	聆聽練習：國家 對譯練習：國家及語言 說話練習：對話 句子寫作 默書	連接詞筆記
四	2/6-10/6	10	單元四：工作	✓ 學生能以「職業」為題造句 ✓ 學生能正確使用量詞 ✓ 學生能創作短文介紹自己	✓ 識字 ✓ 「……除了……以外……」的用法 ✓ 量詞的用法	詞語抄寫 短答練習：量詞 聆聽練習 對譯練習 說話練習：對話 作文：自我介紹 默書	量詞表

Subject: 生活中文

Form: 中二

Module 單元	Date 日期	Period 教節	Content 內容	Teaching Objective 教學目標/重點	Other 其他教學內容	Exercises & Test 課後練習及評估	Teaching Notes 教學筆記
一	17/9 – 19/10	5	單元一：顏色、衣服	<ul style="list-style-type: none"> ✓ 學生能以漢語說出及寫出不同的顏色 ✓ 學生能分辨不同衣飾的中文名稱 ✓ 學生能以粵語介紹自己的父母 ✓ 學生能以「……要……」造句 	<ul style="list-style-type: none"> ✓ 中國古代藝術 ✓ 「要」字的用法 	詞語抄寫 對譯練習 配對練習 聆聽練習 造句 說話練習：對話 默書	「中國古代藝術」
二	22/10- 30/11	5	單元二：天氣、假期	<ul style="list-style-type: none"> ✓ 掌握描述天氣的詞語 ✓ 掌握方向詞 ✓ 介紹一個地方的天氣 ✓ 掌握有關假期的詞語 	<ul style="list-style-type: none"> ✓ 「會」、「可能」、「可能會」的用法 ✓ 中國地方特色 	短答練習 詞語抄寫 聆聽練習 對譯練習 說話練習 造句 默書	「中國地方特色」
三	3/12-18/1	5	單元三：愛好	<ul style="list-style-type: none"> ✓ 能以粵語說出自己的愛好 ✓ 以漢語寫作短文—介紹 	<ul style="list-style-type: none"> ✓ 「中國傳統節日」 	詞語抄寫 短答練習 聆聽練習	「中國傳統節日」

Module 單元	Date 日期	Period 教節	Content 內容	Teaching Objective 教學目標/重點	Other 其他教學內容	Exercises & Test 課後練習及評估	Teaching Notes 教學筆記
				自己的愛好 ✓ 認識香港人會慶祝的中 國傳統節日		對譯練習 說話練習 造句 寫作練習：愛好 默書	
四	21/1-7/3	5	單元四：課程	✓ 掌握日常作息的詞語 ✓ 認識及寫出不同學科的 中文名稱 ✓ 說出自己喜愛的科目及 原因 ✓ 撰寫簡短的報告	✓ 「了」的用法 ✓ 中國古代生活	詞語抄寫 短答練習 對譯練習 聆聽練習：學科 說話練習：對話 寫作練習：報告 默書	「中國古代生 活」
五	10/3-6/6	10	單元五：學校	✓ 學生能向別人介紹學校 的設施 ✓ 學生能告訴別人所在地 ✓ 學生能根據資料作電話 對話	✓ 中國偉人	詞語抄寫 短答練習 聆聽練習 對譯練習 說話練習：老師在哪 兒？ 默書	中國偉人

Subject: 生活中文

Form: 中三

Module 單元	Date 日期	Period 教節	Content 內容	Teaching Objective 教學目標/重點	Other 其他教學內容	Exercise & Test 課後練習及評估
一	3/9 – 12/10	8	單元一：身體	<ul style="list-style-type: none"> ✓ 學生能以漢語說出及寫出身體不同部位的名稱 ✓ 能簡單介紹人物的容貌及外形 ✓ 能描述身體不適時的情況 	<ul style="list-style-type: none"> ✓ 「有」字的用法 ✓ 「疊字」的用法 ✓ 「的」字的用法 ✓ 比較句 ✓ 「雖然……但是……」的用法 	詞語抄寫 對譯練習 配對練習 聆聽練習 造句 說話練習：對話 默書
二	9/10- 30/11	14	單元二：中、西菜式	<ul style="list-style-type: none"> ✓ 認識香港現時流通貨幣的名稱 ✓ 能以簡單的漢語與售貨員對話 ✓ 掌握問句 ✓ 能說出及寫出中、西菜式的名稱 	<ul style="list-style-type: none"> ✓ 「如果……就……」的用法 ✓ 「還是……」的用法 ✓ 「各」字的用法 ✓ 中文問句句式結構 	短答練習 詞語抄寫 聆聽練習 對譯練習 說話練習 造句 默書
三	15/1-2/3	10	單元三：飲食和健康	<ul style="list-style-type: none"> ✓ 能說出以及寫出各類蔬果、零食的名稱 ✓ 能以漢語交代時間 ✓ 能掌握食物金字塔 	<ul style="list-style-type: none"> ✓ 「愈……愈……」的用法 	詞語抄寫 短答練習 聆聽練習 對譯練習

Module 單元	Date 日期	Period 教節	Content 內容	Teaching Objective 教學目標/重點	Other 其他教學內容	Exercise & Test 課後練習及評估
				✓ 能掌握食物含有的營養		說話練習 造句 寫作練習：愛好 默書
四	6/3-20/4	9	單元四：買東西	✓ 掌握衣服的詞語 ✓ 能以漢語說出貨品的折扣及零售價 ✓ 能指出不同商店所售賣的貨品名稱 ✓ 辨認及寫出各類文具 ✓ 能運用適當的量詞	✓ 「到」、「不到」的用法 ✓ 「把」字句 ✓ 方向詞 ✓ 疊詞的用法	詞語抄寫 短答練習 對譯練習 聆聽練習：學科 說話練習：對話 寫作練習：報告 默書
五	23/4-25/5	9	單元五：居住環境	✓ 學生能簡單描述住所的間格、環境及設施 ✓ 學生能說出及寫出傢具及電器的名稱 ✓ 學生能辨認常見康樂設施的名詞 ✓ 能以簡單的漢語說出路線圖	✓ 「得」字的用法 ✓ 「著」字的用法 ✓ 被動句 ✓ 「不但……而且……」的用法	詞語抄寫 短答練習 聆聽練習 對譯練習 說話練習：老師在哪兒？ 默書

Appendix X

Note: This exemplar is adapted in light of the need of NCS students to learn a second language with a lower starting point.

In the exemplar, students learn the concept of Chinese characters, and then learn with specific purposes, employing daily-life topics. This exemplar is used in Secondary 1 – 2 in the school.

This exemplar is applicable to the curriculum mode of “Specific Learning Purposes”

Exemplar II on Chinese Language Teaching Scheme

(Information provided by Pak Kau College)

每週節數：8

內容包括： 詞語教學（包括讀及寫）
造句教學
文章教學
閱讀報告

全年節數：7 x 40

參考資料：中文課程建議（卑詩省中文學校聯會）

一、目標：

1. 培養學生讀寫聽講和思維等語文能力。
2. 提高學習本科的興趣，並使學生有繼續進修本科的自學能力。
3. 啟發學生思維，培養學生品德，增進學生對中國及香港文化的認識，協助他們適應香港的生活。
4. 認識及欣賞中國及香港文化。

二、各級目標：

中一級：

1. 認識寫中文字的原則，掌握筆順的次序。
2. 認識生活用語的字詞。
3. 掌握讀、寫、聽、講及思維能力。
4. 初步認識中文句子的結構。

中二級：

1. 較深入地認識生活用語的字詞。
2. 能書寫簡單的句子。
3. 能閱讀簡單的散文，以作閱讀報告。
4. 掌握讀、寫、聽、講及思維能力。
5. 進一步了解中國及香港文化。

三、教學政策：

1. 教學語言：英文及廣東話〔視乎學生程度〕
2. 校本課程設計：課程為學校老師設計，主要為與日常生活有關的內容，應用性強，而課程參考了某學習材料和中文課程建議。
3. 優質視學：由伯裘教育機構優質管理委員會負責，視學範圍包括科務行政視學、與科主任面談、觀課及查簿，目的是提高本科的發展。

四、本科計劃：

1. 課程以單元式為主，但也配合不同節日、學校活動、季節等教授相關課題，以加深課題的應用性及提高學生的學習興趣。
2. 課程由淺入深，有連貫性。
3. 課程因應學生實際能力而設計，每年都作檢討或／及修訂，期望學生能達到「起點低，進步快」。

中文科課程進度表

中一級

單元主題	週次	節數	題目	目標	教具	練習	評估	活動	課後檢討
單元一： 中文簡介	1-2	14	中文字的簡單原理及各部首的寫法		筆記簿 第一冊書 (頁 4、8、12、17、21、27)		默書 口頭提問 默寫比賽 讀音測驗		
單元二： 數字、日期及時間	3	7	認識數字	能用中文寫出個位至百萬位數字	工作紙 第一冊書 (第三課)	按筆順的抄寫練習 聽力練習-第一冊書(頁 9) 說話練習-第一冊書(頁 14)	默書 口頭提問 默寫比賽 讀音測驗	拍七遊戲	學生對寫“九”字的能力較弱
	4	7	認識日期	能用中文寫出及讀出日期	工作紙 第一冊書(第四課)	按筆順的抄寫練習 把英文日期改中文日期練習 說話練習-第一冊書(頁 16)	默書 口頭提問 默寫比賽 讀音測驗		學生對“零”字的掌握較弱,建議在數字一課加上“零”字的學習

單元主題	週次	節數	題目	目標	教具	練習	評估	活動	課後檢討
	5	7	時間	認識有關時間的詞語 能朗讀有關時間的詞語 能朗讀有關時間的句子 能書寫有關時間的詞語	工作紙 詞語簿	按筆順的抄寫練習 配對練習-第一冊書(頁 15)	默書 口頭提問 默寫比賽 讀音測驗		
單元三：個人	6-7	14	我的身體	認識有關身體部位的詞語 能朗讀有關身體部位的詞語 能朗讀有關身體部位的句子 能書寫有關身體部位的詞語	工作紙	按筆順的抄寫練習 看人體簡圖,在人體部分填空	默書 口頭提問 默寫比賽 讀音測驗		
	8	7	我的家人	認識有關家庭成員的詞語 能朗讀有關家庭成員的詞語 能朗讀有關家庭成員的句子 能書寫有關家庭成員的詞語	工作紙 第一冊書 (第七課、第八課)	按筆順的抄寫練習 張貼家庭照片及按照照片作家庭介紹的填空練習 說話練習-第一冊書(頁 32,37)	默書 口頭提問 默寫比賽 讀音測驗		不是所有學生能交出全家人的合照「爸」及「父」；「媽」及「母」會混淆

單元主題	週次	節數	題目	目標	教具	練習	評估	活動	課後檢討
單元四： 學校	9-10	14	學校生活用語	認識有關學校生活的詞語 能朗讀有關學校生活的詞語 能書寫有關學校生活的詞語	工作紙		默書 口頭提問 默寫比賽 讀音測驗		
	11	7	科目	認識及能朗讀有關各科目的詞語	詞語紙	按筆順的抄寫練習	默書 口頭提問 默寫比賽 讀音測驗		
第一次統測									
	12	7	課室設施	認識及能朗讀有關課室設施的詞語	詞語表	按筆順的抄寫練習	默書 口頭提問 默寫比賽 讀音測驗	選兩個有關課室設施的詞語作一報告,並貼在該設施旁,以加深學生記憶	
	13	7	學校設施	認識及能朗讀有關學校設施的詞語	詞語表	按筆順的抄寫練習	默書 口頭提問 默寫比賽 讀音測驗	遊覽校園一周,要求學生把各設施用中文講出	先教學生詞語,再以考核形式作校園遊覽的效果佳,大部分學生能正確講出不同設施的名稱

單元主題	週次	節數	題目	目標	教具	練習	評估	活動	課後檢討
單元五：節日	14-15	14	節日(1)-中秋節	認識有關中秋節的詞語 能朗讀有關中秋節的句子 能書寫有關中秋節的句子	工作紙 應節食品	按筆順的抄寫練習	默書 口頭提問 默寫比賽 讀音測驗	以“中秋節快樂”為題，做一報告，並張貼在壁報板上	學生對張貼報告的反應熱烈
	16-17	14	節日(2)-聖誕節	認識有關聖誕節的詞語 能朗讀有關聖誕節的詞語 能朗讀有關聖誕節的句子 能書寫有關聖誕節的詞語	工作紙	按筆順的抄寫練習	默書 口頭提問 默寫比賽 讀音測驗		
	18-19	14	節日(3)-農曆新年	認識有關農曆新年的詞語 能朗讀有關農曆新年的詞語 能朗讀有關農曆新年的句子 能書寫有關農曆新年的詞語	工作紙 詞語簿	按筆順的抄寫練習	默書 口頭提問 默寫比賽 讀音測驗		

第一次考試

單元主題	週次	節數	題目	目標	教具	練習	評估	活動	課後檢討
單元六： 大自然	20-21	14	我愛大自然	認識有關自然 景物的詞語 能朗讀有關自 然景物的詞語 能朗讀有關自 然景物的句子 能書寫有關自 然景物的詞語	工作紙	按筆順的抄寫 練習	默書 口頭提問 默寫比賽 讀音測驗		分不清 「河」及 「海」的讀 音
	22-23	14	我愛動物	認識有關動物 的詞語 能朗讀有關動 物的詞語 能朗讀有關動 物的句子 能書寫有關動 物的詞語	工作紙	按筆順的抄寫 練習	默書 口頭提問 默寫比賽 讀音測驗		
單元七： 季節	24-25	14	季節(1)-冬天	認識有關冬天 的詞語 能朗讀有關冬 天的詞語 能朗讀有關冬 天的句子 能書寫有關冬 天的詞語	工作紙	按筆順的抄寫 練習	默書 口頭提問 默寫比賽 讀音測驗		

[illegible]

單元主題	週次	節數	題目	目標	教具	練習	評估	活動	課後檢討
	32-33	14	我的房屋	認識有關房屋的詞語 能朗讀有關房屋的詞語 能朗讀有關房屋的句子 能書寫有關房屋的詞語	工作紙 詞語簿	按筆順的抄寫 練習	默書 口頭提問 默寫比賽 讀音測驗		
	34	7	交通工具	認識有關交通工具的詞語 能朗讀有關交通工具的詞語 能朗讀有關交通工具的句子 能書寫有關交通工具的詞語	工作紙 詞語簿 第一冊書(第十八課)	按筆順的抄寫 練習 聽力練習(第一冊書頁 105、109)	默書 口頭提問 默寫比賽 讀音測驗		此乃日常生活字詞,學生在讀音方面較易掌握
	35-36	14	日常用品	認識有關日常用品的詞語 能朗讀有關日常用品的詞語 能朗讀有關日常用品的句子 能書寫有關日常用品的詞語	工作紙 詞語簿	按筆順的抄寫 練習	默書 口頭提問 默寫比賽 讀音測驗		

單元主題	週次	節數	題目	目標	教具	練習	評估	活動	課後檢討
單元九： 顏色	37-38	14	顏色	認識有關顏色的詞語 能朗讀有關顏色的詞語 能朗讀有關顏色的句子 能書寫有關顏色的詞語	工作紙 詞語簿 第二冊書(第一課)	以顏色為題材， 作一報告，張貼 在壁報板上 顏色配對-第二冊書(頁 3)	默書 口頭提問 默寫比賽 讀音測驗		
單元十： 國家	39-40	2	國家	認識及能朗讀 不同國家的名稱	筆記簿		口頭提問		
第二次考試									

中二級

單元主題	週次	節數	題目	目標	教具	練習	評估	活動	課後檢討
單元一： 學校	1-2	7-14	我的學校	認識校園 朗讀有關學校的詞語 能夠簡單介紹學校 能夠書寫有關詞語 學習重組句子的模式	工作紙 第二冊書 (第十五課、 第十六課)	工作紙 詞語 寫作：自我介紹	默書 分組比賽	遊覽校園 (1)	
	3	7	科目	認識有關學科詞語 朗讀有關科目詞語 能夠書寫有關詞語 能夠用「可以」造句	工作紙 第二冊書 (第十二課、 第十三課)	編製時間表 工作紙 詞語	默書 分組比賽		
單元二： 個人	4	7	身體的功能 (1)	複習已認識的身體部分 名稱 認識有關身體的詞語 朗讀有關身體部分的詞語 能夠書寫有關詞語 學習造句	工作紙 圖畫卡	工作紙 詞語	默書 分組比賽		
	5-6	14	身體的功能 (2)	認識有關身體的詞語 朗讀有關身體部分及其 功能的詞語 能夠指出身體部分及其 功能 能夠書寫有關詞語	工作紙 圖畫卡	工作紙 詞語 寫作：造句	默書 分組比賽	遊戲：猜猜 畫畫	
	7-8	14	外貌形容	認識形容外貌的詞語 朗讀有關形容外貌的詞	工作紙 圖畫卡	工作紙 詞語	默書 分組比賽		

單元主題	週次	節數	題目	目標	教具	練習	評估	活動	課後檢討
				語 能夠形容同學的外貌 能夠書寫有關詞語 運用已學的外貌形容詞 造句		寫作：形容 朋友或家人	短講訓練		
	9-10	14	疾病	認識有關疾病的詞語 朗讀有關疾病的詞語 能夠說出疾病的病徵 能夠書寫有關詞語	工作紙	工作紙 詞語 讀書報告	默書 分組比賽	遊戲：有口 難言	
	11-12	14	情緒	認識有關情緒的詞語 朗讀有關情緒的詞語 能夠表達個人的情緒並 描述相關活動 能夠書寫有關詞語 運用「會」造句	工作紙 情緒卡	工作紙 詞語	工作紙 詞語 短講訓練	遊戲：抽情 緒卡分組	
第 一 次 統 測									
單元三： 語文知識	13	7	比較詞	認識比較詞及其用法 朗讀比較詞 能夠列舉實物並說出有 關的比較詞 能夠書寫有關詞語 學習運用「比」造句	工作紙	工作紙 詞語 寫作：造句	默書 分組比賽		
	14-15	14	量詞	認識量詞的運用 朗讀有關量詞 能夠配對適當的量詞 能夠書寫有關詞語	工作紙	工作紙 詞語 寫作：造句	默書 分組比賽		

單元主題	週次	節數	題目	目標	教具	練習	評估	活動	課後檢討
	16-17	14	量詞	認識量詞的運用及分別 朗讀有關量詞 能夠配對適當的量詞 能夠書寫有關詞語	工作紙	工作紙 詞語 寫作：造句	默書 分組比賽		
	18	7	動詞	認識動詞的運用 朗讀有關動詞 能夠配對適當的動詞 能夠書寫有關詞語 運用動詞造句	工作紙	工作紙 詞語 寫作：造句	工作紙 分組比賽		
第一次考試									
單元四： 節日(1)	19-20	14	新年習俗	認識有關詞語 認識有關新年習俗的詞語 朗讀有關新年的詞語 能夠分享新年如何渡過 能夠書寫有關詞語 學習中國文化：新年節日 安排及風俗	工作紙 賀年食品	工作紙 詞語	默書 分組比賽 考試(1-11)	遊戲：大電 視	
單元五： 運動	21-22	14	陸運會	認識陸運會上的運動項 目名稱 朗讀有關陸運會的詞語 能夠說出曾參加的項目 能夠書寫有關詞語 認識獎項名稱	工作紙	工作紙 詞語 讀書報告	默書 分組比賽		
	23	7	球類活動	認識球類活動的名稱 朗讀有關球類活動的詞	工作紙 運動用品	工作紙 詞語	默書 分組比賽	小組討論	

單元主題	週次	節數	題目	目標	教具	練習	評估	活動	課後檢討
				語 能夠說出球類活動的好處 能夠書寫有關詞語 認識運動的好處	第二冊書 (第九課)	寫作：造句			
單元六： 大自然	24-25	14	季節	認識秋季的活動 朗讀有關秋季的詞語 能夠說出有關秋季的句子 能夠書寫有關詞語 學習運用詞語造句	工作紙 第二冊書 (第四課、第五課)	工作紙 詞語 寫作：造句	默書 分組比賽		
	26-27	14	動物	複習已認識的動物名稱 認識新的動物名稱 朗讀有關動物的詞語 能夠說出有關動物活動的句子 能夠書寫有關詞語 學習中國文化：十二生肖	電子簡報 工作紙 相片	工作紙 詞語 寫作：我最喜愛的動物	默書 分組比賽 統測(1-7)	急口令	
單元七： 衣、食、 住、行	28	7	服飾(1)	認識有關服飾的詞語 朗讀有關服飾的詞語 能夠對個人的服飾和外觀加以形容 能夠書寫有關詞語	電子簡報 工作紙 第二冊書 (第二課)	工作紙 詞語	默書 分組比賽 短講訓練		
	29	7	服飾(2)	複習已學有關服飾的詞語 認識有關服飾的詞語	電子簡報 工作紙 第二冊書	工作紙 詞語	默書 分組比賽 短講訓練		

單元主題	週次	節數	題目	目標	教具	練習	評估	活動	課後檢討
				朗讀有關服飾的詞語 能夠對個人服飾的物料加以形容 能夠書寫有關詞語 認識不同國家服飾的名稱	(第三課)				
	30-31	14	零食	複習已學有關食物的詞語 認識有關零食的詞語 朗讀有關零食的詞語 能夠辨認並說出食物是否有益 能夠書寫有關詞語 運用「我想吃」、「健康」造句	廣告 工作紙	工作紙 詞語 寫作：造句	默書 分組比賽 短講訓練	選擇食物	
	32-33	14	點心	認識有關點心的詞語 朗讀有關點心的詞語 能夠分享上茶樓的經驗 能夠書寫有關詞語 認識有關味道的形容詞 學習中國文化：茶葉的種類	電子簡報 工作紙 餐牌	工作紙 詞語	默書 分組比賽 統測 (12-17)		
第 二 次 統 測									
	34-35	14	家具用品	複習已學有關房間的詞語 認識和家具用品有關詞	電子簡報 工作紙	工作紙 詞語	默書 分組比賽		

Appendix XI

Note: Topics of traditional Chinese festivals help NCS students to have a preliminary understanding of Chinese culture and customs, which is helpful to their integration into the Chinese society. By the training of listening, speaking, reading and writing, students are able to concentrate on learning vocabulary related to New Year, acquire language materials and enhance their expression skills. This exemplar is used in Primary 1 in the school.

This exemplar is applicable to various curriculum modes.

Exemplar on Design of Learning and Teaching Activity - New Year

(With reference to information provided by Islamic School)

學習目標：透過不同活動，認識新年(中國節日)的風俗習慣；並能說出一些恭賀的說話和認讀常見的字詞。

範疇	學習重點	學習活動	備註
聆聽	聽出話語中的主要信息	聆聽有關新年風俗習慣的故事，然後回答問題。	鼓勵學生分享自己國家/家鄉過新年的習俗。
說話	<ul style="list-style-type: none"> 正確地發音、清晰地吐字 聯繫生活經驗及已有知識以構思話語 	<ul style="list-style-type: none"> 教師先說出一些祝賀語句，然後引導學生與其他同學互相祝賀。 教師出示一些食品(包括新年應節食品)的實物或圖片，請同學分組討論(猜想)那些食物的名稱。 	<ul style="list-style-type: none"> 祝賀語句：「恭喜發財」、「身體健康」、「學業進步」等。 食物：「蝦」、「蘋果」、「麵包」、「雞翼」、「年糕」、「瓜子」等。
閱讀	<ul style="list-style-type: none"> 認讀常用字 辨識字形、字音、字義 	透過圖片，學生辨識字詞的形、音、義。	字詞：「年糕」、「花市」、「拜年」、「討利是」等。
寫作	書寫常用字	教師給學生一些食物圖片作參考，請他們將自己喜歡的食物畫出來，然後寫出食物名稱。	學生可自由繪畫老師提及的食物，或繪畫自己國家/家鄉的特產。

Note: Field trips enable NCS students to have a more in-depth understanding of the environment. Through the learning of listening, speaking, reading and writing, students can concentrate on recognising characters and learn to express their knowledge in words, such as regulations to be observed in a park. This exemplar is used in Primary 3 in the school.

This activity is applicable to various curriculum modes.

Exemplar on Design of Learning and Teaching Activity – The Park

(With reference to information provided by Islamic School)

學習目標：

1. 認讀公園設施的字詞
2. 理解公園設施的作用
3. 能說出在公園內可以做和不可以做的事情

範疇	學習重點	學習活動	備註
聆聽	聽出話語中的主要信息	聆聽有關屯門公園內發生的故事，然後回答問題。	鼓勵學生分享曾經去過的公園的經歷。
說話	正確地發音、清晰地吐字	<ul style="list-style-type: none"> 教師帶同學進行戶外學習，到屯門公園作實地考察。 教師引導學生讀出公園內有關設施的名稱和說明它們的作用。 	
閱讀	<ul style="list-style-type: none"> 認讀常用字 辨識字形、字音、字義 	透過圖片，學生辨識字詞的形、音、義。	字詞：「公園」、「入口」、「出口」、「電話亭」、「洗手間」、「垃圾桶」、「餵鴨子」、「騎單車」等。
寫作	書寫常用字	教師給學生一些公園設施的圖片作參考，請他們畫下自己曾去過公園的一些設施，然後寫出喜愛的遊樂設施。	學生可根據老師提供的圖畫寫出公園設施的名稱，或繪畫自己曾在公園玩過的遊樂設施，在旁寫上相應名稱。

Appendix XIII

Note: NCS students enjoy more opportunities to learn Chinese language through peer collaboration to engage in individual or group reading. It enriches students' vocabulary and enhances their communication and reading skills. Such a learning mode facilitates easier immersion in lessons. This exemplar is recommended for the primary level.

This type of activity is applicable to various curriculum modes, especially the mode "Immersion in Chinese Language Lessons".

Exemplar on Reading Activity - Paired-reading

(With reference to information provided by Li Sing Tai Hang School, CNEC Ta Tung School and HKFEW Wong Cho Bau School)

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：

步驟	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"> ➤ 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
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	<ul style="list-style-type: none"> ➤ 同儕協作學習 ➤ 培養朗讀、說話能力

Appendix XIV

Bridging Programme for Non-Chinese Speaking Students

(Source: EDB Website)

To enable non-Chinese speaking (NCS) students integrate smoothly into local primary education, the captioned programme is offered to them during the summer vacation.

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 EDB invites to operate the programme. Programme Venue: Invited schools will inform the parents of the venue and details of the programme.
Number of students in each class	15 – 20
Fee	Free
Enquiry	2863 4697

Note: The design of this teaching strategy emphasises the coordination between linguistic features and teaching. Targeted at NCS students who lack tones in pronunciation, appropriate activities are arranged to train them to distinguish Cantonese pronunciations. This exemplar is used in Secondary 1 – 3 in the school.

This type of activity is especially applicable to the curriculum mode “Bridging / Transition”.

Exemplar on Teaching of Speaking and Listening - Differentiating Words with Similar Pronunciations

(With reference to information provided by Delia Memorial School (Broadway))

課題：辨別聲調

學習目標：

1. 分辨廣東話的聲調
2. 分辨廣東話的收音

設計特點：

1. 廣東話聲調變化大，對一些母語沒有聲調的非華語學生來說是較難掌握的語言。於設計課題時刻意把讀音相近詞語放在一起，教導學生辨別音調類近的詞語及其正確發音。
2. 本課題設計是針對廣東話的發音，教導學生正確擺放舌頭的位置及口型，以期清楚、準確發出詞語讀音，避免引起溝通上的誤會。（例子見下表）

表一：分辨聲調

相機	上機
心口	深厚
想去	上去
出癲	出馬

表二：分辨聲調

聖人	成人
髮菜	發財

扣分	求婚
放火	防火

表三：分辨聲調

印度	引渡
靚咗	領帶
好晏	好眼
新鋪	新抱

表四：分辨收音

一個鑊	一個橙
咁晏	咁硬
賺錢	爭錢
慢火	猛火
孖仔	生仔

表五：分辨收音

煎魚	蒸魚
千年	青年
煙花	櫻花
剪髮	整髮

3. 教導學生發音方法的同時，亦訓練學生的聆聽能力。要求學生找出他們聽到的詞語。
4. 急口令遊戲：學生比賽正確讀出急口令
 例一：掘柑掘桔掘雞骨。
 例二：入實驗室揸緊急掣。
 例三：一蚊一斤雞，一蚊一斤龜，究竟係雞貴定係龜貴？

Note: Through interesting approaches such as text chanting, gesture and games etc, NCS students directly establish a connection between sound and Chinese numerals to form a new combination of sound and meaning. Such targeted teaching strategy is especially suitable for teaching younger NCS students. This exemplar is used at the primary level in the school.

This exemplar is applicable to various curriculum modes.

Exemplar on Chinese Character Teaching - Chanting along the Rhyme

(Information provided by CNEC Ta Tung School)

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"> 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」 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」 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"> 邊朗讀邊做動作，溫習課文 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 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 完成「看圖填數字」工作紙
三	字形及筆順學習	<ol style="list-style-type: none"> 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） 介紹字形結構 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

Note: The design of this teaching strategy allows NCS students to grasp several common radicals, such as “金”, “木”, “水”, “火”, “土” first, and then learn more related new characters to strengthen their knowledge of Chinese characters. This is an example of flexible teaching strategy adjustment in accordance with students' learning progress. This exemplar is used at Secondary 1 – 3 in the school.

This exemplar is applicable to Chinese character teaching in various curriculum modes.

Exemplar on Chinese Character Teaching - Radicals and Components

(With reference to information provided by Delia Memorial School (Broadway))

學習目標

1. 認識常見的部首：日、月、金、木、水、火、土
2. 認識與部首有關的字

設計特點

1. 以認識星球名稱（太陽、月亮、金星、木星、水星、火星、土星）作切入點，先介紹各星球的中文名稱，然後讓非華語學生認識常見的部首：日、月、金、木、水、火、土。
2. 設計對象為中學生，他們對天文知識較有興趣。以認識星球名稱作切入點，能增加識字的趣味性，讓非華語學生輕鬆地大量學習字詞，減低他們對認寫中文字產生的抗拒感。例子如下：

例一：日

「早、晚、時、昨」等字的部首是「日」，它們全與時間有關。

例二：水

「泉、港、溪、河、海、湖」等字的部首是「水」，它們全與水有關。

例三：金

「銀、銅、鐵、釘、針、鈴」等字的部首是「金」，它們全與金屬有關。

例四：火

「照、煮、灰、災、炭」等字的部首是「火」，它們全與火或燃燒有關。

例五：土

「地、埋、堆」等字的部首是「土」，它們全與泥土有關。

例六：木

「樹、橙、桃、柏、椅」等字的部首是「木」，它們全與樹或木有關係。

3. 先學「水」、「金」、「火」、「土」這些沒有「生命」的部首，然後學有「生命力」的「木」。而「木」是需要「土」、「水」、「日」才能生長。設計刻意定下學習次序讓學生更有條理地學習。老師亦要教導學生例外的例子，如「朋」便與部首「月」沒有直接關係。

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 London Examinations, Edexcel International and the University of Cambridge International Examinations
The General Certificate of Education (GCE) Examinations	The examinations are arranged through the HKEAA and provided by London Examinations, Edexcel International
The General Certificate of Secondary Education (GCSE) Examinations	

Appendix XIX

Multiple Pathways for NCS Students Upon Completing Basic Education

(Source: EDB Website)

1. Vocational Training Programmes

The Vocational Training Council (VTC) provides diverse vocational education and training programmes for further studies or employment suitable for applicants with different aspirations and qualifications. Applicants who meet the entrance requirements may apply for the programmes. VTC welcomes non-Chinese speaking applicants and will give flexible consideration to non-Chinese speaking applicants in terms of the entrance requirements for Chinese language.

Corresponding medium of instruction is adopted in VTC's programmes in accordance with the needs of the posts and the level of trainees. Current programmes provided by the Hong Kong Institute of Vocational Education (IVE), the School of Business and Information Systems (SBI) under VTC are mainly conducted in English.

Other than the mainstream programmes provided by VTC, non-Chinese speakers may also take vocational education and training programmes designed for ethnic minority groups. In 2008, new programmes are launched including introductory programme for workplace Chinese language. In addition, VTC will arrange interpretation services for trainees in need.

2. Applied Learning (ApL) Courses - Pilot 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 2008-2010 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. Health and Beauty Keeping in Traditional Chinese Medicine, Marketing in Global Trade, Introduction to Theatre Art, Radio Host Presentation Skills, some of the ApL courses are conducted in English, including Health Care Practice, Practical Accounting for Small and Medium Enterprises, Multimedia Entertainment Studies, Hotel Operations etc.

Package Teaching Reference Materials
(Suitable for Self-access Learning of NCS Students)

Package Teaching Reference Materials	Brief Description
1. Lexical Items with English Explanations for Fundamental Chinese Learning in Hong Kong Schools	<ul style="list-style-type: none"> • Including 3,171 characters and 9,706 lexical items, appending lists of four-character expressions, idiomatic phrases, words used in classical Chinese, terms and proper nouns, transliterated loan words, characters used in names, providing modern and classical Chinese vocabularies and their translation • Let students master a basic vocabulary for usage, accumulation and further enrichment through reading and writing
2. From Traditional to Simplified Characters: Simplified Chinese Character Courseware (English version)	<ul style="list-style-type: none"> • Using the ‘簡化字總表’ announced by the State Language Commission in 1986 as the standard, including 2,235 simplified characters and 14 simplified components, as well as 39 selected graphemes from ‘第一批異體字整理表’ • Let students master graphemes and pronunciation (Cantonese and Putonghua) of simplified characters • To facilitate self-access learning of NCS students, English translation is provided in the layout
3. From Simplified to Traditional Characters: Traditional Chinese Character Courseware (English version)	<ul style="list-style-type: none"> • Providing explanation of 1,144 commonly-used simplified characters • Let students master graphemes of traditional Chinese characters commonly-used in Hong Kong, including information on radicals, strokes, word formation as well as Cantonese and Putonghua pronunciation • To facilitate self-access learning of NCS students, English translation is provided in the layout
4. Path to Mastery of Chinese Characters: Chinese Character Writing Courseware (Bilingual version)	<ul style="list-style-type: none"> • Providing information on radicals, strokes, stroke orders of 3,171 characters as well as the Cantonese and Putonghua pronunciation and word formation • Let students master the basic knowledge of Chinese characters writing and on-line searching functions for stroke orders, grapheme components, word formation, Cantonese and Putonghua pronunciation • To facilitate self-learning of NCS students, English translation is provided in the layout

Package Teaching Reference Materials	Brief Description
<p>5. Path to Moral Excellence: Primary Chinese Language Learning Software on Traditional Chinese Virtues (Bilingual version)</p>	<ul style="list-style-type: none"> • Comprising 51 traditional stories from the classics, based on 17 learning items of moral values and virtues in 3 hierarchies of ‘Self’, ‘Relatives, Teachers and Friends’ and ‘Community, Country and the World’, providing animations with Cantonese, Putonghua and English sound-tracks • For each story, providing exemplars on thinking questions to inspire students’ thinking about the present meaning and moral of the story • Providing 153 traditional sayings from the classics, appended with annotations and English translations

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 Project (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)	Founded by Dr. Insano 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 Characters 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
16. 柏雅中英雙語童話系列 (Book)	Pak Nga Publication

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Annex - Homepage

1. Database of the Hong Kong Council of Social Service
<http://www.hkcass.org.hk>
2. CMI Support Centre, the University of Hong Kong
<http://www.cmi.hku.hk>
3. Hong Kong Examination and Assessment Authority
<http://www.hkeaa.edu.hk>
4. Race Relations Unit of Constitutional and Mainland Affairs Bureau, HKSAR
<http://www.cmab.gov.hk/rru/>
5. Chinese Language Education, Education Bureau, HKSAR
<http://www.edb.gov.hk/cd/chi>
6. Language Learning Support, Education Bureau, HKSAR
<http://www.edb.gov.hk/languagesupport>
7. Curriculum Development, Education Bureau, HKSAR
<http://www.edb.gov.hk/cd>
8. Hong Kong Unison
<http://www.unison.org.hk>
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11. The Office of Chinese Language Council International
<http://www.hanban.edu.cn/>
12. Ministry of Education, Singapore
<http://www1.moe.edu.sg>

Committee Membership

This Supplementary Guide is prepared by Curriculum Development Council (CDC) Committee on Chinese Language Education and CDC Ad Hoc Committee on Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students on the basis of the *Chinese Language Education Key Learning Area Curriculum Guide (Primary 1 to Secondary 3)* (2002) and a series of Chinese Language curriculum guides recently announced, and a comprehensive consideration on comments and suggestions gathered from various sectors. The membership of the CDC Committee on Chinese Language Education and Ad hoc Committee on Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students are listed below.

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(as from 1 September 2005)

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School Teachers	Ms SHI Mei-fong Clementi Middle School Ms OR Ting-ting Kwun Tong Government Primary School (Sau Ming Road) Mr MA Kar-kin St Antony's School Ms YUEN Fung-yee (since 1.9.2007) Aplichau Kai Fong Primary School Ms MOU Suet-fong Creative Secondary School (since 22.2.2008) Creative Primary School (until 31.8.2007) Ms HO Yin-ping (until 1.1.2008) Chan Shu Kui Memorial Secondary School Dr POON Po-chiu (until 31.8.2006) Ju Ching Chu Secondary School (Yuen Long) Ms Lau Mei-king (1.9.2006 – 31.8.2007) TWGH Li Ka Shing College
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Secretary	Mr CHENG Man-leung Curriculum Development Institute, Education Bureau

**Membership of the CDC Ad hoc Committee on
the Supplementary Guide to the Chinese Language Curriculum
for Non-Chinese Speaking Students**

(as from 26 July 2007)

Convenor	Mr LEE Siu-tat Curriculum Development Institute, Education Bureau
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School Heads	Mr SO Wai-ming LKWFS Lau Tak Yung Memorial Primary School Mrs TSANG TSE Kit-Fong Bethel High School (since 1.9.2007) Pui Ying Secondary School (until 31.8.2007)
School Teachers	Mr HUI Sau-yan Lok Sin Tong Yu Kan Hing Secondary School Ms NG Wai-sze Shap Pat Heung Rural Committee Kung Yik She Primary School
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Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students

EXECUTIVE SUMMARY

Preamble

1. Under a common curriculum framework, the Supplementary Guide supplements principles, strategies and recommendations for implementing the Chinese Language curriculum in schools in the learning context of non-Chinese speaking (NCS) students. For a holistic view of the curriculum, this Supplementary Guide should be read together with other curriculum guides for Chinese Language Education issued in recent years.

Chapter I - Introduction

2. Usual languages spoken by NCS students in Hong Kong include Urdu, English, Nepali, Tagalog and Hindi.
3. 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 Language lessons and the community as a whole.

Chapter II - Curriculum Framework

4. The Chinese Language curriculum designed by the Curriculum Development Council 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 framework, schools should adapt their own curriculum to cater for the diversified learning needs of the students.
5. The learning contents of the Chinese Language Education Key Learning Area include nine learning strands of *Reading, Writing, Listening, Speaking, Literature, Chinese Culture, Moral and Affective Development, Thinking* and *Independent Language Learning*. These learning contents are applicable to all students.
6. Based on characteristics of NCS students' learning, schools should consider realistically various factors when designing suitable learning contents, e.g. recognising and writing Chinese characters, communication skills, knowledge acquiring skills, aesthetic development, diversified culture, moral and affective development and independent learning capabilities.
7. The Chinese Language learning process of NCS students typically reflects the characteristics of second language acquisition - starting with listening and speaking, then recognising and writing Chinese characters, then reading, then integrating writing with reading.

Chapter III - Curriculum Planning

8. Schools should plan the Chinese Language curriculum to cater for NCS students' ability, standards and interests, etc. The principles of curriculum planning include: to provide balanced and comprehensive language learning, to adapt the curriculum for students' needs and to meet the aspirations of parents and students.
9. School practices on curriculum provision can be categorised into four modes: immersion in Chinese Language lessons, bridging / transition, specific learning purposes and integrated.

Chapter IV - Curriculum Modes

10. Schools may opt to use the following curriculum modes flexibly:

- **Mode I - Immersion in Chinese Language Lessons**

NCS students are studying Chinese Language alongside Chinese-speaking students. Schools may have to cater for students' varied needs in learning, and provide focused remedial teaching outside lessons to facilitate immersion.

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.

- **Mode II - Bridging / Transition**

NCS students would have to leave normal Chinese Language lessons at the beginning. They would have intensive studies for a relatively short period in order to promptly enhance their Chinese language standards for studying Chinese Language alongside 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 language standard at the start.

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

- **Mode III - Specific Learning Purposes**

For specific learning purposes, learning Chinese language would facilitate communication in daily-life contexts.

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 and 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: meeting with specified learning needs, allowance for selected (but narrower) learning, with daily-life contexts fully employed, focus on communication and application, flexible requirement in the level of learning standards, alleviate learning burden and pressure.

Challenge: only meeting with the specified learning needs.

- **Mode IV - Integrated**

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 modes.

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.

Chapter V - Learning and Teaching

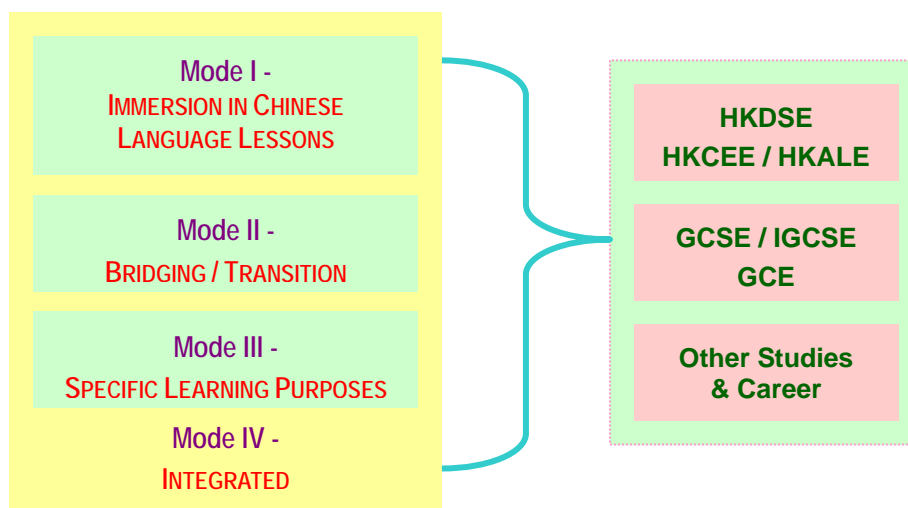
11. To teach NCS students Chinese Language, it is necessary to understand the differences between first language and second language learning, and targeted adaptation of learning and teaching strategies should be employed.
12. Affected by the differences of their mother languages from Chinese, NCS students are likely to encounter difficulties in learning Chinese graphemes, tones, vocabulary, classifiers, word order, etc.
13. Learning and teaching principles: to understand students' ability, to have well defined learning targets, to meet diversified learning needs, to adjust learning standards, to adapt learning materials, to use self-access learning resources flexibly.
14. Learning and teaching strategies: to develop spoken language through imitation; to separate the teaching of recognition and writing of characters, to employ reading materials according to students' vocabulary and psychological development, to integrate reading with writing, to provide language learning context, peer learning.

Chapter VI - Assessment

15. Assessment is an integral part of learning and teaching. Diversified assessment methods are suggested in order to assess students' learning performance comprehensively. Teachers should make use of assessment feedback to understand the learning progression in different stages.
16. Diversified assessments and multiple exits are provided to NCS students corresponding to different learning modes. 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).

For the alignment of curriculum modes, assessments and exits, please refer to the diagram below.



Chapter VII - Learning and Teaching Resources

17. 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.
18. Further support and resources for NCS students: continued on-site school-based support, enhanced partnership schemes with tertiary institutes and Non-Government Organisations, enhancing teacher professionalism, support to parents, enhanced community support, various research and development projects.

Appendix

19. Reference materials include: linguistic characteristics of modern Chinese language, radicals and components of Chinese characters, Chinese Language learning experiences in districts with large Chinese population, a series of exemplars on curriculum and teaching, e.g. school adaptation of learning objectives and learning modules, school curriculum framework, teaching plan and scheme of work, school learning and teaching materials. Information is also provided on overseas Chinese Language examinations, multiple exits, package teaching reference materials that helps self-access learning of NCS students, and examples of learning and teaching resources available.

Education Bureau

The Government of the Hong Kong Special Administrative Region

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This document is originally written in Chinese. In case of discrepancy between the text of this translated version and that of the Chinese version, the Chinese text shall prevail.