

## **For information**

### **Legislative Council Panel on Education**

#### **Injection into the Language Fund – Planning and Implementation of Initiatives**

### **Purpose**

This paper reports the progress of the planning and implementation of initiatives in relation to the recent injection into the Language Fund.

### **Background**

2. The Language Fund was set up in March 1994 with a view to enhancing the Chinese language and English language proficiency of our population. In January 2014, the Finance Committee (FC) of the Legislative Council approved the injection of \$5 billion into the Language Fund to provide a stable stream of funding to facilitate the longer term strategic planning and development of language education.

3. Established in 1996 to advise the Government of language education issues in general, the Standing Committee on Language Education and Research (SCOLAR) has, through the use of the Language Fund, complemented and supplemented the efforts of the government, other advisory bodies and stakeholders by implementing research and development projects on language learning and language education issues, enhancing professional development of Chinese language and English language teachers, providing school-based support on language education, and creating a facilitating language environment for our students as well as in the community.

## Progress Update

4. Upon approval of the injection of \$5 billion in the form of seed capital into the Language Fund, with a vision for further enhancing the Chinese (including Putonghua) and English language proficiency of our students and the workforce for better learning and better life, SCOLAR and its respective sub-committees or working groups have further deliberated the planning and implementation of various initiatives under the following **strategic areas** –

- (a) Facilitating effective language education policy formulation and implementation through initiating research studies, including longitudinal research and comparative studies in local and international settings;
- (b) Strengthening support of language learning in Chinese and English language in very early years;
- (c) Enhancing professional preparation and continuing development of language teachers;
- (d) Catering for learner diversity, including the needs of Non-native Chinese Speaking (NCS) students;
- (e) Creating and nurturing a facilitating language learning environment for students in and beyond school settings through partnership with relevant stakeholders, in particular, the community; and
- (f) Raising language proficiency of Hong Kong's workforce in response to the changing language landscape.

5. To ensure that the learner-centred initiatives will be effectively financed and implemented for achieving SCOLAR's vision, the initiatives are prioritised into **short-term** as well as **medium-and-long-term** and be implemented by phases. Short-term initiatives are planned to be implemented starting in 2014 and 2015 while the medium-and-long-term initiatives are planned to be implemented in 2016 or after. Detailed planning and implementation of short-term and medium-and-long-term initiatives are set out at Enclosure 1.

6. Members of SCOLAR, comprising renowned language/language education academics, experienced principals and teachers, private sector

personalities and parents, will from time to time, look into the changing needs of our students and the workforce, accord appropriate priorities and provide constructive feedback on details of the initiatives under planning. SCOLAR Members will also closely monitor the implementation of the initiatives upon approval. The overall impact of the initiatives will be continuously reviewed to feedback and facilitate further planning as well as to fine-tune the implementation.

7. As at end April 2015, the available balance of the Language Fund (setting aside the \$5 billion seed capital) was \$0.241 billion.

### **Advice Sought**

8. Members are invited to note the progress of the initiatives funded by the Language Fund.

Education Bureau  
July 2015

**Short-term Initiatives (Starting in 2014 and 2015)**

<b>Strategic Areas</b>	<b>Initiatives</b>	<b>Objective(s)</b>	<b>Target Group(s)</b>	<b>Progress</b>
(1) Facilitating effective language education policy formulation and implementation through initiating research studies, including longitudinal research and comparative studies in local and international settings	Bottom-up research and development projects	- To encourage and fund more research and development projects, including literature review and comparative studies, from tertiary institutions and professional bodies on Chinese and English language learning/development, diversified pedagogy and assessment that cater for learner diversity of achieving particular language goals	- Students and adults	Proposals invited and first batch of projects will be launched in the latter half of 2015
	Language Landscape Studies – Thematic Household Survey 2015	- To continue to study the use of Chinese (including Putonghua) and English language, and the needs and practice of bilingualism of people of Hong Kong in different contexts	- Students and adults	Main survey started in mid-May 2015. The whole survey will be completed by early 2016

<b>Strategic Areas</b>	<b>Initiatives</b>	<b>Objective(s)</b>	<b>Target Group(s)</b>	<b>Progress</b>
(2) Strengthening support of language learning in Chinese and English language in very early years; and (3) Enhancing professional preparation and continuing development of language teachers	Support scheme on early language and literacy development in Chinese and English language of young children	- To provide professional support services to kindergartens and focused training and tailor-made learning/teaching resources (e.g. storybooks) to kindergarten teachers in teaching Chinese and English language in early years	- Pre-primary students (aged 3–6)	To be launched in 2015/16 school year
	Task Force on school-based language support service	- To continue to provide primary and secondary schools with on-site or networked professional support services customised to the contexts of individual schools for effective Chinese and English language learning/teaching and whole-school language curriculum planning, interface between different stages of schooling especially Kindergarten/Primary One, learning of Chinese for Non-Chinese Speaking (NCS) students	- Primary and secondary schools	Support services have been provided to primary and secondary schools throughout the year

<b>Strategic Areas</b>	<b>Initiatives</b>	<b>Objective(s)</b>	<b>Target Group(s)</b>	<b>Progress</b>
(4) Catering for learner diversity, including the needs of NCS students	Development of supporting learning and teaching materials for NCS students learning Chinese language	- To develop tailor-made learning aids (e.g. multi-media/web-based materials, e-packages) and Chinese readers	- Students	Proposals will be invited in late 2015
	Development of community projects for NCS children in early years	- To continue to organise fun and educational programmes in the community to motivate and support NCS children to learn Chinese language in their early years	- Pre-primary students (aged 3–9)	To be launched in Q3 2015
(5) Creating and nurturing a facilitating language learning environment for students in and beyond school settings through partnership with relevant stakeholders, in particular, the	Promotion of Chinese (including Putonghua) and English language	<ul style="list-style-type: none"> <li>- To continue to implement school-based/community projects/programmes</li> <li>- To encourage/sponsor bottom-up initiatives that promote the importance of reading, language learning and language use in Chinese and English language, thereby rendering a facilitating language environment</li> </ul>	- Students and general public	Projects/programmes have been organised in schools/communities throughout the year

Strategic Areas	Initiatives	Objective(s)	Target Group(s)	Progress
community				
(6) Raising language proficiency of Hong Kong's workforce in response to the changing language landscape	Development of vocational Chinese language programmes for NCS school leavers	- To provide vocational Chinese language courses (pegged to Qualification Framework) to NCS school leavers for improving their Chinese language proficiency	- NCS school leavers	To be launched in early 2016
	Workplace English Campaign	- To continue to promote vocational English to the workforce to raise their awareness on the importance of the language at workplace	- Working adults	Promotional activities have been organised throughout the year

**Medium-and-long-term Initiatives (Starting in 2016 subject to availability of funding) – Under planning**

<b>Strategic Areas</b>	<b>Initiatives</b>	<b>Objective(s)</b>	<b>Target Group(s)</b>
(1) Facilitating effective language education policy formulation and implementation through initiating research studies, including longitudinal research and comparative studies in local and international settings	(a) Studies on early language and literacy development in Chinese and English language	- To research on the Chinese and English language and literacy development of young children, including tracking through longitudinal studies, children's language learning/development at different stages, as base-line data	- Pre-primary to junior primary students (aged 3 – 9)
	(b) Study of Chinese language learning of NCS students	- To continue to research on how and what NCS students learn Chinese language in the classrooms	- Pre-primary to junior primary students (aged 3 – 9)
	(c) Enhancing the teaching of Chinese Language Subject	- To continue to provide school professional support on teaching Chinese Language Subject	- Primary and secondary students
	(d) Bottom-up research and development projects	- To continue to encourage and fund research and development projects initiated by tertiary institutions and professional bodies on Chinese and English language learning/development and pedagogy	- Students and adults

<b>Strategic Areas</b>	<b>Initiatives</b>	<b>Objective(s)</b>	<b>Target Group(s)</b>
	(e) Language Landscape Studies – Thematic Household Survey 2018	- To continue to study the use of Chinese language (including Putonghua) and English language, and the needs and practice of bilingualism of people of Hong Kong in different contexts	- General public, especially students and adults
	(f) Studies on language proficiency of working adults	- To examine the language proficiency (including spoken and written Chinese and English language) of the work force of Hong Kong	- Working adults of different age and profession
(2) Strengthening professional support of language learning in Chinese and English language for schools and teachers; and (3) Enhancing professional preparation and continuing development of language teachers	(g) Support scheme on early language and literacy development in Chinese and English language of young children	- To continue to provide professional support services to kindergartens and focused training and learning/teaching materials to kindergarten teachers in teaching Chinese and English language in early years	- Pre-primary students (aged 3 – 6)
	(h) Task Force on school-based language support service	- To continue to provide primary and secondary schools with on-site or networked professional support services customised to the contexts of individual schools for effective Chinese and English language learning/teaching and whole-school language curriculum	- Primary and secondary schools

Strategic Areas	Initiatives	Objective(s)	Target Group(s)
		planning	
	(i) Tailor-made training for English teachers	- To offer quality professional development programme(s) (e.g. language across curriculum) for English language teachers in primary and secondary schools	- Primary and secondary school teachers
	(j) Customised Support to schools for effective language learning and teaching	- To continue to provide focused programme(s) for primary and/or secondary schools to enhance Chinese/English language learning/teaching	- Primary and secondary schools
(4) Creating and nurturing a facilitating language learning environment for students in and beyond school settings through partnership with relevant stakeholders, in particular, the community	(k) Promotion of Chinese (including Putonghua) and English language	- To continue to implement school-based/community projects and encourage/sponsor bottom-up initiatives that promote the importance of reading, language learning and language use in Chinese and English language, thereby rendering a facilitating language environment	- Primary and secondary students

<b>Strategic Areas</b>	<b>Initiatives</b>	<b>Objective(s)</b>	<b>Target Group(s)</b>
(5) Raising language proficiency of Hong Kong's workforce in response to the changing language landscape	(1) Workplace Language Campaign	- To extend the Workplace English Campaign to promotion of vocational language (including both Chinese and English language) to raise the awareness of the workforce on the importance of Chinese (including Putonghua) and English language at the workplace	- Working adults