

ITEM FOR FINANCE COMMITTEE

**HEAD 146 - GOVERNMENT SECRETARIAT:
EDUCATION AND MANPOWER BUREAU AND
ECONOMIC DEVELOPMENT AND LABOUR BUREAU
(LABOUR)**

**Subhead 700 General other non-recurrent
New Item "Grant to the Language Fund"**

Members are invited to approve a new commitment of \$400 million for injection into the Language Fund.

PROBLEM

We need to raise language standards in Hong Kong to meet the current and future needs of the society.

PROPOSAL

2. The Secretary for Education and Manpower proposes to make an injection of \$400 million into the Language Fund to support initiatives aimed at enhancing language proficiency of the local population, including implementation of recommendations arising from a review of language education conducted by the Standing Committee on Language Education and Research (SCOLAR).

JUSTIFICATION

3. SCOLAR conducted a comprehensive review of language education in Hong Kong at the invitation of the Secretary for Education and Manpower in 2001-02. The review examined a host of issues related to language education, including language standards, language teachers, curriculum and pedagogy, students' attitude and motivation, and the role of the school management, parents and the wider community in promoting language learning.

Encl. 1 4. As part of the review, SCOLAR engaged in in-depth discussions
Encl. 2 with front-line teachers, school principals, kindergarten operators and academics
from tertiary institutions. It also consulted representatives of the educational
bodies listed in Enclosure 1. With widespread support for its findings and
recommendations, SCOLAR released a public consultation document on 2 January
2003. An executive summary of the recommendations is at Enclosure 2.

5. SCOLAR focused on two major issues in its review – specifying the
language competencies expected of students and working adults, and creating a
more motivating language learning environment. To address the latter issue,
SCOLAR recommended –

- (a) upgrading the curriculum development and pedagogical capability,
as well as subject knowledge, of language teachers;
- (b) strengthening the administrative and professional support from the
school management for language teaching and learning;
- (c) educating and encouraging parents to play a more active role in their
children’s language learning; and
- (d) promoting more effective use of the resources available in the
community, such as the mass media, to support language learning.

6. The consultation period will end on 28 February 2003. So far, public
reactions have been positive and the education sector, in particular, welcomes
SCOLAR’s recommendations. Having regard to public views collected, SCOLAR
may refine some of its recommendations, while upholding the general direction of
change it advocates.

Encl. 3 7. While the Education and Manpower Bureau (EMB) and the Hong
Kong Examinations and Assessment Authority are expected to implement most of
the review recommendations with their own recurrent resources, SCOLAR also
plans to carry out a number of new non-recurrent initiatives with the support of the
Language Fund from 2003 onwards. A list of these initiatives is at Enclosure 3.
Together, they are estimated to require about \$580 million over the next five years.

8. As at 31 December 2002, the Language Fund has an uncommitted balance of \$282.8 million¹. The Administration sees a need to invest further in language education, and proposes to inject \$400 million into the Fund, taking into account funding requirements of the initiatives being planned by SCOLAR and other proposals from interested parties in the community. The lump sum injection will provide the Trustee of the Language Fund with flexibility in the disbursement of funding on the advice of SCOLAR on worthy causes including –

- (a) ***Setting up district-based task forces of teaching consultants*** – SCOLAR recommended training and engaging experienced teachers (serving or recently retired) with outstanding teaching practice to assist individual schools in renewing and enhancing the teaching approaches of their language subject panels. EMB estimated that about \$300 million would be required to cover the following -
 - (i) engagement of experienced teachers as teaching consultants – the initial target is to engage 180 serving or recently retired teachers as teaching consultants on a full-time basis for three years. If full-time engagement is not possible, an equivalent number of teachers will be engaged on a part-time basis. Funding would be required for the provision of supply teachers as relief for serving teachers and remuneration for retired teachers engaged as teaching consultants; and
 - (ii) project fees for a consortium comprising teacher training experts and tertiary institution(s) working in partnership with SCOLAR to design training programme for the teaching consultants and implement the project.
- (b) ***Incentive grants for serving Chinese and English Language teachers*** – SCOLAR plans to set aside \$200 million in the Language Fund to provide incentive grants for serving language teachers to upgrade their subject knowledge and pedagogy. Each eligible serving teacher may apply for a grant covering 50% of course fee, subject to a maximum of \$30,000. Priority will be given to those Chinese and English Language teachers who do not have any post-secondary education or teacher training in the language subject they teach.

/FINANCIAL

¹ This includes a total interest income of \$141.6 million that the Fund has accrued over the years. After taking into account the total grants approved for the projects (\$352.5 million) and other miscellaneous expenses (\$6.3 million), there was an uncommitted balance of \$282.8 million left in the Fund as at 31 December 2002.

FINANCIAL IMPLICATIONS

9. If Members approve the proposal, we will make the injection in 2002-03, and will offset the additional expenditure of \$400 million by reserving \$300 million provisionally earmarked for supporting initiatives on language education under Head 106 Miscellaneous Services Subhead 251 Additional commitments and \$100 million under Head 40 Education Department.

BACKGROUND INFORMATION

The Language Fund

Encl. 4

10. On 25 February 1994, the Finance Committee approved vide FCR(93-94)141 the establishment of the Language Fund with an initial allocation of \$300 million from Government held in trust under the Director of Education Incorporation Ordinance (Cap. 1098). It provides financial support for projects and activities aimed at improving Hong Kong people's proficiency in Chinese (including Putonghua) and English. The objects and disbursement principles of the Fund are at Enclosure 4. Its annual audited accounts are tabled before the Legislative Council.

Encl. 5

11. SCOLAR, established in 1996 to advise Government on language education issues in general, is responsible for advising the Trustee of the Fund on the policies and procedures governing the operation of the Fund. The terms of reference of SCOLAR are at Enclosure 5.

12. On 23 February 2001, the Finance Committee approved another grant of \$200 million to the Language Fund so that the latter can continue to support research and development projects aimed at raising local language standards.

Projects sponsored by the Language Fund

Encl. 6

13. The approved projects, spanning a wide variety of language education and research activities, are conducted by a range of organisations including local tertiary institutions, post-secondary colleges, schools, educational and professional bodies, and government departments. Some of the projects are led by SCOLAR itself. Complementing the Administration's efforts, these projects have helped to foster language teaching and learning. A summary of the Fund's notable recently completed or on-going projects is at Enclosure 6.

14. By the end of December 2002, there were a total of 266 approved projects, with grants disbursed and to be disbursed amounting to \$352.5 million². A table showing a breakdown of the projects by language and project type is at Encl. 7 Enclosure 7.

Consultation with Legislative Council Panel

15. We consulted the Legislative Council Panel on Education on the review recommendations of SCOLAR on 20 January 2003. The Panel supported SCOLAR's recommendations and noted EMB's intention to seek injection into the Language Fund to implement the recommendations. We provided an information note to the Panel on 6 February 2003 on our plan to seek the Finance Committee's approval for an injection of \$400 million into the Language Fund.

Education and Manpower Bureau
February 2003

² This includes grants that have been disbursed on completed projects and on-going projects as well as grants earmarked for but yet to be disbursed on on-going projects.

**LIST OF EDUCATIONAL BODIES
CONSULTED ON SCOLAR'S REVIEW RECOMMENDATIONS**

- Education Commission
- Advisory Committee on Teacher Education and Qualifications
- Curriculum Development Council
- Council of the Hong Kong Examinations and Assessment Authority

- Education Convergence
- Hong Kong Federation of Education Workers
- Hong Kong Professional Teachers' Union

- Association of Principals of Government Secondary Schools
- Caput Schools Council
- Grants Schools Council
- Hong Kong Council of Early Childhood Education & Services
- Hong Kong Direct Subsidy Scheme Schools Council
- Hong Kong Private Schools Association
- Hong Kong Special Schools Council
- Hong Kong Subsidized Secondary Schools Council
- Subsidized Primary Schools Council
- Union of Government Primary School Headmasters & Headmistresses

- Business Coalition on Education
- Committee on Home-School Co-operation

- Local teacher education providers

Action Plan to Raise Language Standards in Hong Kong

WHY DO WE NEED TO BE BILITERATE AND TRILINGUAL?

- Being biliterate and trilingual is our competitive advantage. We must maintain and enhance this advantage to ensure our future prosperity.

WHAT DO WE WANT TO ACHIEVE?

- **SPECIFYING A CLEAR AND REALISTIC SET OF LANGUAGE COMPETENCIES EXPECTED OF OUR STUDENTS AND WORKFORCE TO REFLECT THE CURRENT AND FUTURE NEEDS OF OUR SOCIETY.**

Setting basic competencies

- Basic competencies in Chinese and English that are expected of primary and secondary students, university graduates and professional groups should be specified.
- Basic competencies should be clearly defined in statements describing what a person can do in listening, speaking, reading and writing (i.e. descriptors), accompanied by real-life examples of, e.g., writing and speaking (i.e. exemplars).
- To ensure that the demands of the workplace are taken into account, employers and professional bodies should actively participate in setting the basic competencies for students and working adults with educational attainment at Secondary 3, Secondary 5, Secondary 7, university graduate and professional levels.
- Employers should adopt the basic competencies as language requirements for recruitment and promotion.
- Local universities should review admission requirements to ensure that their students have adequate English language competencies to benefit from English-medium undergraduate programmes.

Assessing basic competencies

- Language proficiency of students and working adults should be assessed against the basic competencies set for their education levels.
- Basic Competency Assessment will be the tool for assessing the achievement of basic competencies among students in Primary 1 to Secondary 3. The Hong Kong Examinations and Assessment Authority (HKEAA) should complete its development in 2006.
- The Hong Kong Certificate of Education (HKCE) and Hong Kong Advanced Level (HKAL) examinations on Chinese and English will be the tools for assessing the achievement of basic competencies by students in Secondary 5 and Secondary 7. The HKEAA should reform these examinations to set each grade level against specified standards (e.g. Grade E of HKCE should be set against the basic competencies for Secondary 5). It should complete the reform of the HKCE examinations in 2007 and that of the HKAL examinations in 2009.

- The Government and educators should channel resources to help those students who require additional support to achieve the basic competencies expected of them.
- The International English Language Testing System (IELTS) should be used to assess the English language competencies of working adults.
- A general Chinese proficiency assessment should be developed by HKEAA for working adults.
- The SCOLAR has commissioned the HKEAA to develop a Putonghua proficiency scale with descriptors and exemplars to help local workers plan and assess their progress in Putonghua learning.

HOW DO WE GET THERE?

- **CREATING A MORE MOTIVATING LANGUAGE LEARNING ENVIRONMENT TO HELP ALL LEARNERS ACHIEVE THE EXPECTED COMPETENCIES.**
- A survey conducted by the SCOLAR found less than 50% of students strongly or very strongly motivated to learn Chinese and English, and only 25% with similar level of motivation to learn Putonghua.
- The survey found stronger motivation among students who liked language subjects, had teachers who could arouse their interest in the subjects, or found the content of the subjects interesting.
- Yet only 30% to 55% of the students said they had language teachers who could arouse their interest in the Putonghua, English Language and Chinese Language subjects; and only 22% to 41% of students found the content of the three language subjects interesting.
- All relevant parties should work together to raise students' motivation for language learning, particularly their interest in language subjects.

Curriculum and pedagogy

- The survey findings support the direction of the current curriculum reform, indicating that students would be motivated if they are taught what is appropriate in depth and breadth, relevant to their daily life, and stimulating and interesting. Students also preferred more activities and greater use of multi-media resources in language learning.

Teachers

- To ensure the success of the curriculum reform –
 - The Hong Kong Institute of Education will provide more intensive and focused Professional Upgrading Courses on curriculum leadership, development and management for panel chairpersons or curriculum leaders of language subjects; and

- A task force of teaching consultants should be set up to assist individual schools in enhancing their teachers' knowledge and skills in language teaching.
- To ensure that language teachers are proficient in the language they teach, well grounded in subject knowledge, and acquainted with the latest theories and practices in language teaching and learning –
 - All English Language and Putonghua teachers should meet the Language Proficiency Requirement as soon as possible.
 - From the 2003/04 school year, schools should, as far as possible, recruit only language teachers with a Bachelor of Education degree in the relevant language subject, or a first degree in the relevant language subject and a Postgraduate Diploma or Certificate in Education with a major in that language subject.
 - New language teachers without the qualifications specified above should acquire them within 3-5 years of taking up the employment.
 - School management should avoid deploying teachers without the specified qualifications to teach languages.
- Given many serving language teachers do not hold the specified qualifications, we should encourage them to acquire those qualifications by offering them each an incentive grant covering 50% of the course fees, subject to a maximum of \$30,000.
- Language teachers with the specified qualifications and at least three years of teaching experience should be given the title of "Professional Chinese/English Language Teacher" as recognition.

School management

- School management should provide leadership and support for the implementation of the curriculum reform in their schools by promoting a language-across-the curriculum approach, encouraging greater use of information technology and multi-media resources, and opening up new opportunities for experiential learning. Most importantly, they should explain to parents and solicit their support for the schools' language teaching approaches.
- School principals should familiarize themselves with the principles of the curriculum reform and enhance their skills in change management through continuing professional development.
- School management should also critically review their schools' work processes and deployment of resources to reduce the non-teaching workload of language teachers.

Parents

- Parents should cultivate in their children an interest in reading and language learning, and support teachers in implementing the curriculum reform.

The mass media

- Schools, parents and students should make better use of the mass media, particularly English and Putonghua television and radio programmes, as a resource for language learning.
- Chinese television programmes with high viewing ratings should be broadcast with Cantonese/Putonghua NICAM.
- To promote using English television programmes in the teaching and learning of English –
 - All English television programmes should have English subtitles;
 - Students, teachers and parents should help to select programmes of interest to students for broadcast on the free English channels; and

- The SCOLAR has started a pilot project, with support from the Language Fund, to develop language learning materials and activities based on selected English television programmes.
- The Language Fund will sponsor the Annual Hong Kong News Awards to recognise Chinese and English news and headline writing of high language standard.

MEDIUM OF INSTRUCTION

- To achieve the aim of education, a language that poses the least barrier in the learning process should be used as the medium of instruction (MOI), which for most students is their mother tongue.
- The SCOLAR supports adopting the students' mother tongue as the MOI. If a second language is to be adopted as the MOI, three pre-conditions - teachers' proficiency, students' proficiency and the provision of suitable support measures - must be fulfilled.
- The MOI policy review to be conducted later this year should re-examine the mechanisms used to ensure those three pre-conditions are being met by schools using or wishing to use a second language as the MOI.

TEACHING CHINESE LANGUAGE IN PUTONGHUA

- Findings from a limited number of local studies conducted so far indicate that students who learn Chinese Language in Putonghua show improvement in Putonghua proficiency but not necessarily in Chinese Language.
- No firm policy or timetable for adopting Putonghua as the MOI for Chinese Language is recommended pending further studies on the conditions required to ensure a successful switch and prevent possible negative outcomes.
- Schools which consider that they have the pre-conditions for success in place are strongly encouraged to try using Putonghua in teaching Chinese Language. These schools should ensure that the Chinese Language teachers deployed to teach the subject in Putonghua satisfy the Language Proficiency Requirement for Putonghua teachers in speaking and classroom language.

ISSUES FOR FURTHER CONSIDERATION

- What should be done if students fail to achieve the basic competencies in either Chinese or English Language?
- Should the English language requirement for admission to local English-medium undergraduate programmes be set against international standards?
- Should university students be required to attain an expected level of Chinese and English before they are granted a degree?
- Should a deadline be set for all serving language teachers to acquire the specified qualifications? Or should we offer them salary increment as incentive?
- Should we set a timetable for adopting Putonghua as the MOI for Chinese Language now even when we are not certain about the necessary conditions for a successful switch?

New Non-recurrent Initiatives Being Planned by SCOLAR

	Initiative	Estimated Funding Commitment (\$ million)
1.	Setting up district-based task forces of teaching consultants to assist individual schools to enhance the teaching approaches of their language panels (training and engaging 180 experienced teachers for three years)	300
2.	Incentive grants for serving language teachers to upgrade their subject knowledge and pedagogy (covering 50% of the course fees, subject to a maximum of \$30,000)	200
3.	Pilot projects on new and effective Chinese and English teaching approaches	50
4.	Putonghua Summer Immersion Course Subsidy Scheme for eligible Chinese Language teachers to attend immersion course in the mainland (maximum grant at \$10,000)	20
5.	Development of a Putonghua proficiency scale to help working adults plan and assess their Putonghua learning	2
6.	Further research on using Putonghua to teach Chinese Language to better understand conditions necessary for successful switch from using Cantonese to using Putonghua to teach Chinese Language	2
7.	Promoting the use of television programmes in the teaching and learning of English	2
8.	Research on pre-primary language education	1
9.	Sponsoring the Annual Hong Kong News Awards for three years to recognise high language standard in Chinese and English news and headline writing	1
	Total	578

Objects and Disbursement Principles of the Language Fund

Objects

The Trustee shall hold the capital and income of the Language Fund upon trust to apply the income and all or such part or parts of the capital at such time, in such manner, to such extent and subject to such conditions as the Trustee may (after considering the advice of SCOLAR) determine for any one or all of the following purposes –

- (a) to support, directly and indirectly, proficiency in the use of the Chinese (including Putonghua) and English languages by the people of Hong Kong; and
- (b) to fund programmes, projects, research, textbooks, reference materials, teaching aids, language teachers, language experts, educationalists, education and training institutions, courses, training, publications and publicity directed towards the enhancement in the use of the Chinese (including Putonghua) and English language by the people of Hong Kong.

Disbursement Principles

The following broad principles shall be observed in the disbursements from the Language Fund –

- (a) equal importance should be given to improving proficiency in Chinese and English;
- (b) a balance should be maintained between meeting the specific needs of schools and those of the community at large;
- (c) for school children, emphasis should be put on increasing opportunities for language learning, in particular through extra-curricular activities;
- (d) innovative ideas and learner-friendly, pragmatic approaches should be encouraged; and
- (e) a positive attitude towards learning and acquiring proficiency in the languages should be cultivated.

**Terms of Reference of
the Standing Committee on Language Education and Research
(SCOLAR)**

To advise the Government on language education issues in general, and in particular –

- (a) to advise on the overall policy on language education, including the medium of instruction;
- (b) to advise on the setting of language standards, including general goals for language learning at different levels of education and specific language attainment targets at each stage of education;
- (c) to advise on measures to be adopted to attain the standards mentioned in (b) above;
- (d) to identify research and development projects which are necessary for the enhancement of language proficiency and language in education, and to implement or oversee the satisfactory completion of such projects;
- (e) to co-ordinate all research and development activities relating to language proficiency by relevant agencies; monitor their progress, evaluate their effectiveness, and make recommendations to the government accordingly;
- (f) to develop and promote a public education and information programme in respect of language proficiency issues; and
- (g) to advise the Trustee of the Language Fund on policies and procedures governing the operation of the Language Fund, and to provide such assistance as the Trustee may require to support, directly or indirectly, the enhancement of the language proficiency of the community.

Notable Recently Completed/On-going Language Fund Projects

(I) Language Learning Activities

So far, 122 projects have been organised by schools and various educational bodies, with total funding disbursed/to be disbursed amounting to \$117.1 million. Notable recently completed projects include -

- **Moving Poetry** – This project of the University of Hong Kong (HKU) aimed to showcase the creativity and talents of young people, and develop a stimulating and expressive culture both in school and in society. Over 150 Primary 4 to Secondary 3 students from ten primary and nine secondary schools participated in a series of creative English writing workshops conducted in April and May 2001 by local and international poets, teachers and senior students of the HKU English Department. Selected poems have been published in the form of a book and presented on the Internet.
- **English Language Camps** – The project was initiated by SCOLAR and organised by the Education Department. About 280 teachers and 2 500 Secondary 3 to 6 students from 62 secondary schools hosted two English day camps with fun-filled and language-rich activities in their schools for about 8 200 Primary 4 students from 75 primary schools across the territory on 2 and 9 March 2002. About 420 secondary students from 11 English School Foundation schools, international schools and two universities also took part in the camps as camp helpers. Evaluation reveals that these activities have been useful in enhancing the interest and confidence of primary school students in using English and in developing leadership among secondary school students. With resources from the Language Fund, the Education and Manpower Bureau will continue to provide support to schools interested in organising English language camps in the form of training, design of camp materials as well as financial assistance.

(II) Public Education Programmes

Public education programmes are effective means of raising public awareness of the need for better language standards. To date, there are 29 such projects with funding disbursed/to be disbursed totalling \$102.7 million. Notable examples are -

- **Funding Scheme for Workplace English Training** – \$50 million has been set aside for the Scheme to promote the importance of English in the community and improve the English standard of the workforce in Hong Kong. The Scheme subsidises individual employees to attend training and professional and trade

/organisations

organisations to develop Workplace English courses to meet the training needs of particular professions and trades. As of 31 December 2002, the Fund received a total of 36 706 applications for training subsidy, and committed \$37.5 million for 22 099 approved applications. As for course development, around \$1.3 million has been earmarked for 17 training courses. The trades and professions involved include taxi, import/export, legal and accounting services.

- **Putonghua Month** – \$8 million has been set aside for promoting the learning and use of Putonghua in Hong Kong. Territory-wide Putonghua promotional programmes and large-scale publicity campaign through the mass media were conducted during Putonghua Month 2002 in mid-September to mid-October 2002. There were a variety of programmes targetted at schools and the entire community. Community programmes include the Putonghua singing contest, ‘Putonghua Proficiency Test for Fun’, and video/radio programmes entitled ‘One Minute Putonghua’ and ‘Interview with Celebrities on Putonghua’. School programmes include ‘Putonghua DJ Training Class for Secondary Students’, ‘Best Student Award for Progress in Putonghua’, and ‘Best Teacher Award for Promoting Putonghua’. The nominees of the ‘Best Student Award for Progress in Putonghua’ have also been invited to take part in the ‘Putonghua Student Ambassadors Training Scheme’, which started in January 2003. In addition, Putonghua drama performances will be held in both primary and secondary schools during the second half of the 2002/03 school year.

(III) Production of Teaching and Learning Packages

A total of 39 projects, involving \$36.9 million in funding disbursed/to be disbursed, have been/are being carried out to produce various types of teaching and learning materials in the form of, e.g. VCDs, CDs, cassette tapes, video tapes, CD-ROMs and booklets. These projects provide quality resources for language teaching and learning and opportunities for school-based activities and research on language teaching methods. One recent example is –

- **Using Literature in English as a Way to Enhance Creativity and Language Learning in Hong Kong** – The project involves a series of six related research studies on the use of literature in English learning and teaching in both Chinese-medium and English-medium secondary schools to produce a body of teaching materials and strategies appropriate to local secondary school students at all levels of ability.

(IV) Teacher Training

To encourage and support continuous professional development among language teachers, 25 projects involving \$48.2 million in funding disbursed/to be disbursed have been/are being carried out to provide various types of grants and training programmes. Notable examples are –

/Immersion

- **Immersion Programmes for Language Teacher Training** – To enhance the language proficiency of pre-service English Language teachers, \$9.7 million has been earmarked for subsidising optional four to ten-week overseas immersion for full-time English major students admitted to or studying in the Postgraduate Diploma in Education (PGDE) (and equivalent), Bachelor of Education (BEd) and Bachelor of Arts in English Language Teaching (BAELT) programmes in the 2001/02 academic year. The subsidy will benefit a total of 90 PGDE and 139 BEd and BAELT students from five local tertiary institutions. [Note : From the 2002/03 academic year onward, the Government has provided funding for compulsory immersion for both English and Putonghua full-time teacher training programmes at undergraduate and postgraduate levels.]
- **Putonghua Summer Immersion Course Subsidy Scheme** – To enhance teachers' Putonghua proficiency, \$4.3 million was allocated to sponsoring pre-service and in-service teachers to take part in four-week Putonghua summer immersion courses in the mainland. Since 2000, a total of 425 pre-service and in-service teachers have benefited from the Scheme. SCOLAR plans to continue with this Scheme to help Chinese Language teachers enhance their Putonghua proficiency.

(V) Research on Language Teaching and Learning

51 research projects, involving \$47.6 million in funding disbursed/to be disbursed, have been supported by the Language Fund. Notable examples are –

- **Using Putonghua to teach Chinese Language** – Two research studies on using Putonghua to teach the Chinese Language subject have been conducted. The study conducted by the Chinese University of Hong Kong investigated the effects of using Putonghua to teach Chinese Language to secondary students. Students' writing skills, reading comprehension and cultural knowledge in Chinese were assessed. The other research study initiated by SCOLAR examined whether primary students' Chinese language ability was affected by the use of Putonghua as the medium of instruction for the Chinese Language subject. These studies provide initial findings for the reference of the Government as well as individual schools interested in using Putonghua to teach Chinese Language.
- **The Development of Secondary Students' Competence in English Listening and Grammar in Hong Kong: A Longitudinal Study** – The project is a longitudinal research study over three years on the development of listening skills and grammatical competence in the English Language among students in English-medium and Chinese-medium secondary schools. The study will be completed in mid-2004.

Number of Language Fund Projects by Language and Project Type

Language Group	Number of Projects	Grant Disbursed/ To be Disbursed (\$ million)
English	104	242.8
Chinese	104	58.9
Putonghua	31	25.2
Chinese and Putonghua	5	6.6
Cross-language	22	19.0
Total	266	352.5

Project Type	Number of Projects	Grant Disbursed/ To be Disbursed (\$ million)
Language Learning Activities	122	117.1
Public Education Programmes	29	102.7
Production of Teaching and Learning Packages	39	36.9
Teacher Training	25	48.2
Research on Language Teaching and Learning	51	47.6
Total	266	352.5