



中華人民共和國香港特別行政區政府總部教育局
Education Bureau
Government Secretariat, The Government of the Hong Kong Special Administrative Region
The People's Republic of China

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8 January 2015

Miss Polly YEUNG
Clerk to Education Panel
Legislative Council Secretariat
Legislative Council Complex
1 Legislative Council Road
Central
Hong Kong

Dear Miss YEUNG,

**Panel on Education
Follow up to Meeting on 10 November 2014**

At the meeting of the Panel on Education on 10 November 2014, Members requested the Administration to provide the following information in connection with the Native-speaking English Teacher Scheme:

- (a) information on the performance of Primary 3 and Primary 6 students in attaining basic competency in the English Language subject in the Territory-wide System Assessment in the past three years;
- (b) information on the initiatives taken by the Standing Committee on Language Education and Research to enrich the language learning environment for students;
- (c) information on schools which used English as the medium of communication on a day-to-day basis outside classroom; and
- (d) with reference to paragraph 6 of the Administration's paper [LC Paper No. CB(4)116/14-15(01)], information on the Native-speaking English Teachers engaged in the 2014-2015 school year with a breakdown by their places of origin and nationality.

The information requested is provided in the Appendix for the information of the Panel.

Yours sincerely,

(Stephen Y W Yip)
for Secretary for Education

Encl.

(a) information on the performance of Primary 3 and Primary 6 students in attaining basic competency in the English Language subject in the Territory-wide System Assessment in the past three years

- Student performance in the Territory-wide System Assessment (TSA) of English Language has been steady over the years. With respect to Primary 3 (P3), the territory-wide percentage of students achieving English Language Basic Competency has risen from 75.9% in 2004 to 80.3% in 2014. As to Primary 6 (P6), the territory-wide percentage of students achieving English Language Basic Competency has slightly improved from 70.5% in 2005 to 72.4% in 2013. The table below provides the territory-wide percentages of P3 and P6 students achieving English Language Basic Competency in the TSA in the past three years:

Territory-wide percentages of P3 and P6 students achieving English Language Basic Competency in the past three years		
Year	Key Stage 1 (P3)	Key Stage 2 (P6)
2012	79.7%	*
2013	80.4%	72.4%
2014	80.3%	*

- * With a view to relieving students' pressure from frequent examinations at P6 level, the Education Bureau (EDB) announced in 2011 the suspension of P6 TSA in 2012 and 2014. As the participation in the 2012 and 2014 P6 assessment was voluntary and not all P6 students were involved, no territory-wide data was provided.

(b) information on the initiatives taken by the Standing Committee on Language Education and Research to enrich the language learning environment for students

- The Standing Committee on Language Education and Research (SCOLAR) has been contributing to the betterment of the English language environment through the English Alliance to raise interest of the school community in learning and using English since the 2008/2009 school year. Every school year, a wide range of meaningful, fun and creative English language programmes/activities under a designated theme are arranged by the English Alliance. In addition, SCOLAR has been implementing various support measures for improving the learning and teaching of English Language in schools, including:
 - English Enhancement Grant Scheme for Primary Schools - to support schools to adopt school-based measures to strengthen and enhance the learning and teaching of English;
 - Task Force on Language Support - to provide school-based support to help schools implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills, as well as a wide range of language support services for both primary and secondary schools; and
 - Professional Development Incentive Grant Scheme for Language Teachers - to encourage serving language teachers who joined the profession before the 2004/2005 school year to upgrade their professional qualifications in English Language.

- (c) information on schools which used English as the medium of communication on a day-to-day basis outside classroom
- Apart from learning tasks and activities in regular English lessons, a range of co-curricular activities, such as drama and English Day/Week, are generally organised for students in public sector primary and secondary schools through the joint efforts of English teachers, including the Native-speaking English Teacher (NET), and, in some cases, teachers of other subjects, to enhance students' exposure to English and to provide opportunities for meaningful language use. In secondary schools where English is used as the major medium of instruction, there is generally a whole-school policy to encourage students to use English outside the classroom.
- (d) with reference to paragraph 6 of the Administration's paper [LC Paper No. CB(4)116/14-15(01)], information on the Native-speaking English Teachers engaged in the 2014-2015 school year with a breakdown by their places of origin and nationality
- To search for quality English teachers to serve in the NET Scheme, the EDB recruits suitable candidates from all over the world who are native speakers of English or possess native-speaker English competence apart from meeting the relevant qualification requirements. The nationality of a candidate is not a selection criterion for considering the eligibility or suitability of the candidate for appointment as a NET. The breakdown of the nationality of the NETs in the 2014/2015 school year is as follows:

Nationality	No. of NETs	Percentage
Europe ¹	263	30.7%
Americas ²	255	29.7%
Oceania ³	241	28.1%
Asia ⁴	61	7.1%
Africa ⁵	38	4.4%
Total	858	100.0%

Note

- 1 e.g. British, Irish, French
- 2 e.g. American, Canadian, Brazilian
- 3 e.g. Australian and New Zealander
- 4 e.g. Indian, Singaporean, Malaysian
- 5 e.g. South African, Swazi, Ghanaian