

立法會 CB(2)1069/17-18(09)號文件  
LC Paper No. CB(2)1069/17-18(09)

Good evening Chairman and Committee Members,

I am Rahman, Lamia Sreya. I was born and raised in Hong Kong. I studied in a local Ethnic Minority School.

I am currently a Year 3 student at the University of Hong Kong. I am the Chairperson of Equal Opportunity Student Ambassador, I am a fellow at the foundation called Resolve

And I was the General Secretary of Amnesty International Club @ HKU

I don't say this to sound arrogant or cocky. I say this because, you see even someone like me cannot make it this system. Why you ask? Because my ability to speak Cantonese is comparable to that of a primary student.

**My language ability is low not because I am lazy, or that my parent's do not wish for me to learn the language but it is the issue of not having progressive Chinese language curriculum in schools and this is what I would like to bring forth to your attention.**

The content taught in schools are frankly too easy and repetitive. I mean imagine studying Chinese for 15 years and only being able to say (Ngo seung hui chi so, I seung sik yu dan, dan goh). There are many youths like me who despite having gone through the local educational system, have the ability to speak the language but are not able to read or write Cantonese fluently.

Although the Education Bureau has allowed non-Chinese students to have alternative Chinese qualifications such as the GCSE, GCE and IGCSE, it cannot be denied that the level attained cannot match with the standards needed for workplace. Therefore it is not uncommon to hear that even graduates who have attained their degrees remain jobless because their Chinese proficiency is low.

In universities and institutions, Ethnic minority students are not able to bridge the gap within their Chinese Proficiency because there is no middle ground for Ethnic minorities to learn Chinese progressively because the courses offers are either for beginners or for the advanced students who have done their DSE.

We acknowledge that the Educational Bureau has implemented "Various support measures" but Through this platform today, we are urging for a holistic development within the Chinese educational framework, that means 1) we need the content of the Chinese courses to be administered and evaluated to ensure that it is progressive and not repetitive. 2) we need a platform or more courses where University students can bridge the gap in their level of Cantonese because when we want to further study, many courses require high fluency in Cantonese.

**Many of the Ethnic minorities have been living here for generations and are still not fluent in Cantonese and this shows that the policy of "Chinese as a Second language" is a failure. There is no point in putting so much resources if they are not going to yield the desired results. Thank you for your time!**