

毛孟靜議員強調應就非華語學生學習中文提供"中文作為第二語言"的課程，因為學習架構並無統一的課程或教材，不屬於為第二語言學習者制訂的中文課程。她又表示，不少非華語學生的中文能力仍停留在主流學校的小學二年級程度，而應考香港中學文憑考試("文憑試")(中國語文科)並達到就中國語文科訂定的一般入學要求的非華語學生數目並不理想。她詢問當局會否考慮制訂"中文作為第二語言"的課程。由於時間不足，主席要求政府當局提供書面回應。

教育局回應

非華語學生以香港為家，須具備良好的中文能力，才能在升學和就業方面具備競爭力，融入本地社會。教育政策是以非華語學生融入主流中文課堂為目標。因此，不宜向他們提供內容較淺易的中文課程，長遠局限非華語學生學習語文的機會。而以何種模式的中文課程才能促進非華語學生有效學習中文是複雜的專業決定。

為此，教育局根據主流中國語文課程，訂定「中國語文課程第二語言學習架構」(「學習架構」)。教師可參考「學

習架構」為不同的非華語學生在讀、寫、聽、說方面的語文能力訂定循序漸進的學習目標、進程及預期學習成果，幫助他們透過小步子的方式學習，讓有不同學習需要的非華語學生都能循序漸進學好中文。「學習架構」由 2014/15 學年開始實施，需要教師的配合和時間在學校扎根。

事實上，教育局在過去多年已推出多項支援措施協助非華語學生學好中文。教育局會持續檢視支援服務，以及按需要完善個別措施。然而，有效的語文學習建基於多項因素，除了課程外，教學方法、非華語學生的學習動機、投放的時間、以至家長的配合和期望等對非華語學生學好中文都有一定的重要性。

教育局

2018 年 10 月

Response from the Education Bureau

As non-Chinese speaking (NCS) students regard Hong Kong as their home, it is imperative for them to be proficient in Chinese and be able to demonstrate their competitiveness in respect of further studies and career

pursuits with a view to integrating into the local community. The policy intent is to facilitate NCS students' bridging over to mainstream Chinese Language classes. Therefore, it is not advisable to provide them with a simpler Chinese Language curriculum, which will limit their opportunities for language learning in the long run. It involves a complex professional decision for embarking on which curriculum mode in facilitating NCS students' effective Chinese learning.

To this end, the Education Bureau (EDB) has developed the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") based on the mainstream Chinese Language curriculum. With reference to the "Learning Framework", teachers can set progressive learning targets, learning progress and expected learning outcomes for their NCS students in the reading, writing, listening and speaking domains so that NCS students with diversified learning needs can learn Chinese progressively in a "small-step" approach. The "Learning Framework" has been implemented since the 2014/15 school year; it takes time and teachers' effort to take root in schools.

In fact, throughout the past years, the EDB has implemented a series of support measures to facilitate NCS students' mastery of the Chinese language. The EDB will continue to review them and refine individual measures where appropriate. However, effective language learning is based on multiple factors. Besides the curriculum, teaching and learning in schools, learning motivation of NCS students, study skills, time

invested in learning Chinese, and parents' cooperation and expectation, etc. are also important factors which contribute to NCS students' mastery of the Chinese language.

Education Bureau

October 2018