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Survey on the Enhanced Chinese Learning and Teaching Support For Non-Chinese Speaking Students in Primary and Secondary Schools

Executive Summary

Jan 2016

Introduction

Oxfam Hong Kong is a worldwide development organisation that fights against poverty. We have always been concerned about the poverty some ethnic minorities face and their lack of social participation that results from this poverty. In particular, we pay special attention to their Chinese language education at schools in Hong Kong as we believe this can help break the cycle of poverty many of them face. With a greater emphasis on ‘biliteracy and trilingualism’¹ nowadays, failing to be proficient in Chinese would compromise students’ academic performance and undermine their chance of getting into a post-secondary institution. Ethnic minority people who know little Cantonese, the common language in Hong Kong thus find it difficult to blend in with society at large and are faced with limited job choices. It is often the case that they are limited to manual, low-paying and dangerous jobs. This thus becomes an obstacle to their upward mobility in society, makes it difficult for them to make ends meet and could lead to poverty.

Newly released figures in the government’s *Hong Kong Poverty Situation Report on Ethnic Minorities 2014*² shows that the estimated poverty rate after policy intervention in South Asian households with children (including: Indian, Pakistani, Nepali, Sri Lankan and Bengali) stood at 30.8 per cent³ – higher than the city-wide average of

¹ Biliteracy means being able to read and write in Chinese and English; trilingual means being able to speak Cantonese, Putonghua and English.

² HKSAR government just released *Hong Kong Poverty Situation Report on Ethnic Minorities 2014* on 31st December, 2015.

³ *ibid.* footnote 2. One-person households, households without school children or children attending secondary and primary schools, and more economically viable households with children attending private and international schools or studying overseas were not covered in the dedicated survey. These households were generally subject to lower poverty risk.

16.2 per cent in the same year⁴. The report also indicated that South Asian adults have poor Chinese language skills, especially in terms of reading and writing: less than a tenth of adults could fully comprehend Chinese (8.5 per cent) and write conventional letters (8.1 per cent). Comparatively, slightly more than half of their children's proficiency in reading and writing was higher (58.9% and 58.8% respectively). Ethnic minorities who have a poor command of Chinese often face tremendous difficulties and limitations in their studies and at work in Hong Kong. This often hampers their upward social mobility and confines them to low-end jobs, leaving them with few options to lift themselves out of poverty. Currently, almost one in four ethnic minorities is living under poverty line: their situation is much worse than that of whole population and should be taken seriously.

Since 2006, Oxfam Hong Kong has been advocating with its partners for the Education Bureau to launch a curriculum for students who are learning Chinese as a second language. In 2014/15 school year, the Education Bureau implemented a new measure to support ethnic minority students' Chinese language learning called 'Chinese Language Curriculum Second Language Learning Framework' and granted funding to schools that admit non-Chinese speaking (hereafter 'NCS') students. Subsidies of a greater amount are given to schools that admit 10 or more NCS students; schools that admit nine or fewer may apply for HK\$50,000 in funding every year. In the same school year, the Education Bureau also introduced the 'Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language)' in the 2014/15 year to encourage in-service teachers to take courses that better equip them to help NCS students learn Chinese.⁵

We commissioned Policy 21 Ltd to conduct fieldwork through a survey, which was distributed from January to May, 2015, to all public primary and secondary schools in order to better understand if the newly implemented 'Learning Framework', funding for learning support measures, the Professional Enhancement Grant Scheme, etc can effectively assist the NCS students to learn Chinese as well as to review the current policy gaps in order to improve pertinent policies.

⁴ Hong Kong Special Administrative Region Government 2015. *Hong Kong Poverty Situation Report 2014*.

⁵ Education Bureau Circular Memorandum no. 34/2014. (File:EDB(LE)/P&R/MISC/35) Website: [http://www.language-education.com/chi/doc/EDBCM34_2014_PEGS\(tc\)_final.pdf](http://www.language-education.com/chi/doc/EDBCM34_2014_PEGS(tc)_final.pdf)

1. Survey methods

Our target respondents are all government, subsidy, direct subsidy scheme and caput schools in Hong Kong.⁶ We interviewed teachers-in-charge or principals from 582 schools over the phone and filled out questionnaires for them; the response rate was 62.6 per cent. Among the interviewed schools, 263 had admitted NCS students while 319 had not. Survey analysis was based on the figures from the 263 schools that admitted NCS students. (Please refer to Table 1 in the appendix or Table 4 in the research report.)

2. Demographic characteristics of schools that admitted NCS students

2.1 Nearly 60 per cent of schools that admitted NCS students had nine NCS students or fewer

Among 263 schools that admitted NCS students, 59.3 per cent admitted nine or fewer NCS students. The remaining 40.7 per cent of schools admitted 10 or more NCS students. (Please refer to Table 2 in the appendix or Table 5 in the research report.)

2.2 Three quarters of schools used Chinese as their primary medium of instruction; nearly 80 per cent used Cantonese during Chinese class

A total of 75.4 per cent of the schools used Chinese as their primary medium of instruction, while 24.6 per cent used English. The survey showed that a higher percentage of primary schools (93.2 per cent) used Chinese as the medium of instruction. This is mainly because the Education Bureau has stipulated that Chinese should be the medium of instruction at public primary schools.⁷ (Please refer to Table 3 in the appendix or Table 17 in the research report.)

In the 2008/09 school year, primary and secondary schools started teaching the Chinese language subject in Putonghua (PMIC)⁸. Our study showed that out of the

⁶ Private schools, international schools, English Foundation schools and special schools were not included.

⁷ For secondary schools, after implementing the 'Medium of Instruction Guidance for Secondary Schools' in 1998, Chinese became the medium of instruction at schools except those that received permission from the Education Bureau to use English. In 2009, the Bureau announced the 'Fine-tuning of the Medium of Instruction for Secondary Schools' which loosened restrictions. A class where 85 per cent of students whose English proficiency is in top 40 per cent of the territory can use English as the medium as instruction for some subjects.

⁸ Since the 2008/09 school year, when the Education Bureau implemented the "Scheme to Support Schools in Using Putonghua to Teach the Chinese Language Subject", primary and secondary schools have been using Putonghua as the medium of instruction for the Chinese language subject (PMIC). In the 2012/13 school year, 70 per cent and 37 per cent of primary and secondary schools respectively

schools that admitted NCS students, 77.6 per cent of them used Cantonese as the medium of instruction, while 22.4 per cent used either Putonghua or both Cantonese and Putonghua. (Please refer to Figure 4 in the appendix or Table 18 in the research report.)

2.3 Close to 90 per cent of schools began admitting NCS students after 2000

Among the schools that were interviewed, 87.2 per cent began admitting NCS students after 2000. In the past, NCS students could only choose from a few designated schools that admitted NCS students. It was only in 2004 that the Education Bureau allowed them to be included in the central placement allocation system and NCS students had the chance of being allocated in schools around the territory. (Please refer to Table 5 in the appendix or Table 19 in the research report.)

3. Main findings

3.1 Three quarters of the schools that admitted fewer NCS students (nine or fewer NCS students) did not apply for additional funding; close to 30 per cent did not know about the new grant

Only 25.3 per cent of schools that admitted fewer NCS students applied for HK\$50,000 in funding from the government to offer NCS students with learning support in Chinese at schools. The remaining 74.6 per cent did not apply for the funding. It is noteworthy to mention that 28 per cent of schools did not know about the availability of this additional funding. (Please refer to Figure 6 in the appendix or Table 27 in the research report.)

The reasons schools gave for not applying for the funding are as follows (in descending order): 'the funding is unnecessary at the moment' (41.5 per cent), 'there are only a few NCS students in our school' (29.0 per cent), and 'not enough resources to provide support even if funding was granted' (23.3 per cent). The above-mentioned reasons are more administrative issues that concerned the schools. In contrast, only 17.5 per cent of schools thought about whether or not to apply for funding based on students' needs. These schools' reason for not applying for funding was not out of considering the learning needs of their NCS students. (Please refer to Table 7 in the

implemented PMIC. ('Minutes of meeting of Panel on Education' in Legco. 2015-4-13.LC Paper no. CB (4) 1244/14-15)

appendix or Table 28 in the research report.)

3.2 Over three quarters of schools that admitted fewer NCS students did not offer additional tailor-made Chinese learning support materials

An absolute majority of schools that admitted fewer NCS students only made use of before/after-class tutorial classes or inviting Chinese-speaking students to help NCS students with their homework and studies to help NCS students. This study revealed that only a small proportion of schools implemented independent immersion classes – an effective means of support that has long been used abroad.

In fact, most of the schools that admitted NCS students did not offer independent immersion Chinese classes (e.g. ‘parallel classes’⁹ and ‘pull-out classes’¹⁰) or use adapted textbooks, teaching materials or a school-based Chinese curriculum. Among these schools, **70.6 per cent did not offer pull-out classes and merely 0.6 per cent (one secondary school) offered parallel classes. Furthermore, 74.3 per cent did not even use adapted textbooks nor had their own school-based Chinese curriculum for their NCS students, while 11.8 per cent did not provide any kind of Chinese learning support at all.** (Please refer to Tables 8 and 9 in the appendix or Tables 20, 29 and 31 in the research report.)

Conversely, schools that admitted more NCS students (10 or more) were given more resources under the new ‘Learning Framework’, so they provided more intensive Chinese learning support. A total of 67.9 per cent of this type of school provided pull-out classes’, 43.8 per cent provided parallel classes and 63.7 per cent used adapted textbooks and teaching materials. (Please refer to Table 9 in the appendix or Tables 21 and 22 in the research report.)

The aforementioned second-language learning modes have been put in use since the ‘60s and ‘70s in the USA, Canada and other countries. All Non-English speaking students from kindergartens to high schools are required to take a state-wide/provincial English test before being admitted. Students will then receive various English kinds of learning support according to their English proficiency level. The goal is to equip non-English speakers so that they are able to transition into

⁹ ‘Parallel-classes’ refer to Chinese classes for NCS students that are offered separately from classes for their classmates of the same age. The curriculum for this class is specially designed for NCS students and is different from the mainstream one.

¹⁰ ‘Pull-out classes’ refers to Chinese classes for NCS students that are offered separately but use the same curriculum as other students.

mainstream English classes in five to seven years' time.¹¹

3.3 Only 20 per cent of teachers who taught Chinese took short-term in-service training courses on teaching Chinese for NCS students; less than 10 per cent of teachers who taught subjects other than Chinese received training.

Among the teachers who taught NCS students Chinese, **only 21.6 per cent took short-term in-service training courses on teaching NCS students.** There were a greater number of teachers from schools that admitted more NCS students who took these courses (36.2 per cent) than those in schools that admitted nine or fewer students (15.4 per cent). (Please refer to Figure 10 in the appendix or Table 45 in the research report.)

This percentage is much lower among the teachers who taught NCS students *non-Chinese* subjects – just 7.2 per cent. The figure dropped even further to 6.0 per cent in schools that admitted nine or fewer NCS students. (Please refer to Figure 11 in the appendix or Table 47 in the research report.)

3.4 Forty per cent of schools that admitted more NCS students felt that the new Language Framework could boost NCS students' Chinese proficiency

A total of 39.7 per cent of schools that admitted 10 or more NCS students expressed that the new 'Learning Framework' is very helpful (2.7 per cent) or quite helpful (37.0 per cent) in terms of boosting NCS students' Chinese proficiency.¹² A further 31.6 per cent of schools said that the 'Learning Framework' was very helpful (2.9 per cent) or quite helpful (28.7 per cent) in terms of helping NCS students transition into the mainstream Chinese language curriculum. (Please refer to Table 12 in the appendix or Tables 62 and 64 in the research report.)

Schools that admitted nine or fewer NCS students were more reserved about the effectiveness of the 'Learning Framework'. Only 20 per cent of them felt that it was very helpful (1.2 per cent) or quite helpful (18.8 per cent) in terms of improving NCS students' Chinese proficiency; 16.6 per cent felt that it was very helpful (3.4 per cent) or quite helpful (13.2 per cent) in terms of helping NCS students transition into the mainstream Chinese language curriculum. (Please refer to Table 12 in the appendix or Tables 63 and 65 in the research report.)

¹¹ Oxfam Hong Kong 2014. *Second-language education policies abroad and in Hong Kong.*

¹² (Figures also include the 2.7 per cent of respondents who said it was 'very helpful' and the 37 per cent who said it was 'quite helpful'. This definition applies to this session.)

3.5 A large number of schools felt that the Education Bureau should design a 'Chinese as a second language curriculum' to improve NCS students' Chinese proficiency

A total of 36.1 per cent of the schools felt that the Education Bureau should design a 'Chinese as a second language curriculum'. A further 26.5 per cent felt that increasing the amount of government funding or enhancing training courses on 'teaching Chinese as a second language' (21.8 per cent) could effectively improve NCS students' proficiency. (Please refer to Figure 13 in the appendix or Table 75 in the research report.)

4. Review of the government's existing measures

4.1 Chinese learning supports for NCS students and additional funding for schools

4.1.1 The 'Chinese Language Curriculum Second Language Learning Framework'

The Education Bureau implemented the 'Learning Framework' in the 2014/15 school year and stated that it was developed from the perspective of second language learners. It provides a systematic set of objectives and expected learning outcomes that describes the learning progress of NCS students at different learning stages. Teachers may set progressive learning targets, learning progress and expected learning outcomes using a 'small-step' learning approach. In parallel, module exemplars, assessment tools¹³ and supporting learning and teaching materials are provided. It is hoped that the 'Learning Framework' will enable NCS students to transition smoothly over to mainstream Chinese language classes. Hence, the 'Learning Framework' does not have pre-set simpler content and lower standards. The end goal of the 'Learning Framework' is to have NCS students take the Hong Kong Diploma of Secondary Education Examination (HKDSE).¹⁴

In other words, the 'Learning Framework', with its curriculum goals, content, teaching approaches and assessments, (all are core elements to a curriculum) is really just a **Chinese as a native language curriculum**.

¹³ Including the 'Chinese Language Assessment Tool', which was first implemented during the 2013/14 school year.

¹⁴ The EDB Circular Memorandum No.8/2014 'Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students'.

In view of the new 'Learning Framework' being a de facto curriculum designed for native Chinese speakers, it is still a tremendously challenging curriculum for NCS students. The starting point of the new 'Learning Framework' assumes that Primary One NCS students are proficient in Cantonese (listening and speaking) and students have basic reading skills, e.g. they can recognise Chinese characters like hill (山), mouth (口), hand (手); or frequently used vocabulary, like school (學校) and park (公園). However, even if NCS students studied in local Chinese-medium kindergartens, their Chinese language abilities are usually still very limited, especially in terms of their reading and writing skills.

Oxfam Hong Kong announced the results from the study 'The Chinese learning challenges South Asian ethnic minority kindergarten students from low-income families face' in December 2014. The study showed that most of the South Asian parents could not read or write Chinese. Also, kindergarten is the only place where their children can learn Chinese. Clearly, these children, particularly those from low-income families, have much fewer opportunities to learn Chinese compared to their Chinese peers.

Naturally, there will be big difference between the two groups of children's Chinese proficiency when they move on to Primary One. Teachers will also find it difficult to cater to the learning needs of these second language learners if schools use the same mainstream Chinese curriculum to teach NCS students. (This is especially so for NCS secondary school students who are new to Hong Kong and those who have always studied under adapted curricula.) It would be practically impossible to have them sit for the HKDSE.¹⁵

The modus operandi over the past decade of implementing the Chinese second language curriculum has been 'to each his own' and trial and error. Some schools designed their own school-based curriculum to cater to the Chinese learning needs of their NCS students, but how should the mainstream Chinese curriculum be adapted? How to write another school-based Chinese curriculum? If Primary One NCS students are still unable to grasp basic listening and speaking skills, how much time should teachers distribute in class to teach these skills? NCS students' Chinese language abilities greatly vary. Arranging classes by age is common practice in schools, but it is also common to find both new arrival NCS students and NCS students who have studied in Hong Kong since kindergarten in the same class. The question becomes,

¹⁵ Chung L.M. 2014. 'From being rescued to self-rescued- Brief Discussion on Chinese Education Policy for Ethnic minority students in Hong Kong', pp. 112-123, in " *Matzos: Exploration of Teaching and Learning on Chinese as a Second Language*. HK: Hong Kong Unison.

how many levels do teachers need to split Chinese classes into to cater to NCS students' abilities so as to enable them to take various public examinations?

These questions are not addressed in the new 'Learning Framework'. Even though the learning stages have been broken down into several smaller stages, this can only help teachers identify which level NCS students are at. But how can NCS students move on to the next level? How do teachers determine the level at which they should teach students, if NCS students do not reach the mainstream Chinese curriculum standard? This situation is more perplexing for primary schools as there is no public examination that sets any sort of Chinese proficiency standard and the level of difficulty of classes for these students. Currently, schools can only define these standards for themselves. However, teachers are not trained to design the curriculum – the Education Bureau (the then 'Education Department') has always been responsible for doing this. Until now, it has not developed an official and solid Chinese as a second language curriculum for teachers to teach NCS students effectively.

4.1.2 Insufficient learning support for students studying in the schools that admitted nine or fewer NCS students

The Education Bureau implemented 'Enhanced Chinese Learning and Teaching for NCS students' measures and granted additional funding between HK\$800,000 and HK\$1.5 million to schools that admitted 10 or more NCS students in the 2014/15 school year. The funding was given so that schools could offer Chinese learning support. On the other hand, schools that admitted nine or fewer NCS students have to apply for funding (HK\$50,000) on their own each year.

Schools that admitted more NCS students (10 or more) offered more learning support compared to schools that admitted fewer students (nine or fewer). A total of 60 per cent of schools that admitted more NCS students developed their own school-based Chinese curriculum, had pull-out class(es), and adapted textbooks and teaching materials. In comparison, with their limited resources, only 20 per cent of schools that admitted fewer NCS students provided these tailor-made support measures. These measures mainly included inviting Chinese speaking students to assist NCS students or offering before/after-tutorial classes. Furthermore, about one tenth of schools did not provide any sort of Chinese learning support. Although the upside to NCS students studying in schools is able to immerse in a Chinese language environment, they are likely to submerge in Chinese class in mainstream schools if little tailor-made

support is provided for them.¹⁶

4.2 The Education Bureau does not request teachers who teach NCS students to receive professional development.

The enhanced Chinese learning and teaching for NCS students measures in the 2014/15 school year also included a three-year pilot scheme: Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language). After being recommended by principals and submitting a successful application to the Standing Committee on Language Education and Research, teachers are offered a subsidy of 30 per cent of the tuition fee of a programme of study recognised under the Scheme (subject to a maximum of HK\$30,000 per teacher).¹⁷ An extra subsidy of 30 per cent of the tuition fee (subject to an additional maximum of HK\$30,000 per teacher) will be offered to teachers who continue to teach NCS students for a total of three years within five years after graduation.

The four recognised programmes of study¹⁸ which began in 2014/2015 school year will see its first batch of students graduate in 2016. It is expected up to 450 teachers to take part in the scheme for the first three years, but as of March 2015, there were only 26 teachers who have had successful applications.¹⁹

In addition, the Hong Kong Institute of Education offered the 'Certificate in Professional Development Programme on Chinese Language Teaching for NCS Students', which is a five-week, full-time and paid Professional Development Programme. It aims to help teachers better understand how NCS students learn Chinese, how to select suitable Chinese language teaching materials for NCS students, and learn about teaching and assessment methods.²⁰

¹⁶ Ki, W.H. 2014. 'Thoughts on the Development of Chinese as a Second Language Curriculum in Hong Kong', pp. 148-167, in " *Matzos: Exploration of Teaching and Learning on Chinese as a Second Language*. HK: Hong Kong Unison.

¹⁷ EDB Circular Memorandum 34/2014 'Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a second language)' Ref : EDB (LE) /P&R/MISC/35 .

¹⁸ The four recognised programmes of study include: The University of Hong Kong's Master of Education in Teaching Chinese to NCS students, The Hong Kong Polytechnic University's Masters of Arts in Teaching Chinese as a Foreign Language (With a Specialism in Teaching Chinese as a Second Language in Hong Kong Schools) , Postgraduate Diploma in Teaching Chinese as a Foreign Language (With a Specialism in Teaching Chinese as a Second Language in Hong Kong Schools) and Master of Arts in Chinese Language and Literature (With Specialism in Chinese Language Teaching for Teachers of NCS students).

¹⁹ Source: *Examination of Estimates of Expenditure 2015-16* Legislative Council paper no.EDB169.

²⁰ The Source: *Hong Kong Institute of Education*

http://www.ied.edu.hk/acadprog/pdp/ch_bwp082.htm

Also, the University of Hong Kong hold teacher professional development workshops through the 'University-School Support Program on the Teaching and Learning of Chinese for NCS students' and 'Student Support Programme on Chinese Language for NCS students' four to 10 times each year.

Compared to that of other kinds of curricula, the teaching professional development for teachers teaching NCS students is not as progressive as those that cater to students with special educational needs (SENs). The Education Bureau developed 'three-tier training courses' (Basic, Advanced and Thematic levels) to enhance teachers' teaching abilities so that they can better cater to SENs students. The Bureau's target is to have at least 15-25 per cent of teachers in ordinary schools to have completed the Basic Course; at least six to nine teachers complete the Advanced Course, and at least six to nine teachers complete the Thematic Course by 2019/20. That way, a certain percentage of teachers from each school will have received training and will be able to take the lead in enhancing the teaching abilities of all teachers from their schools to better cater to SEN students' needs.²¹ However, so far the Bureau has not developed a similar 'three-tier training course for teachers who teach NCS students, nor did it require a certain percentage of teachers need to receive systemic training before a set date, which training can help teacher in teaching NCS students

²¹ EDB Circular Memorandum 12/2015, 'Teacher Professional Development on Catering for Students with Special Educational Needs'. Ref : EDB (SES2) /TR/02/2 °

5. Oxfam Hong Kong's recommendations

5.1 *A 'Chinese as a second language curriculum' that is truly designed for NCS students*

Our study shows that schools believe that the best way to improve NCS students' Chinese proficiency is by having the Education Bureau design a 'Chinese as a second language curriculum'. This is because the 'Learning Framework' is actually a Chinese as a native language curriculum and does not address the learning differences of NCS students. **The Education Bureau should take up the responsibility of designing a second-language curriculum that includes the goal of the curriculum, teaching materials, teaching and assessment methods in order to help teachers teach NCS students Chinese more effectively.**

5.2 *Enhance learning support for schools that admit nine or fewer NCS students*

The survey revealed that schools that admitted fewer (nine or fewer) NCS students provided significantly less and less effective Chinese learning support as compared to schools that admitted more (10 or more) NCS students. Three quarters of schools that admitted fewer NCS students did not apply for government funding, while close to 30 per cent were unaware of this type of funding. We thus recommend **the government to review how these schools are funded — instead of requiring schools to apply for funding, the government should take the initiative to grant funding to ensure that schools have enough support in this area. The additional funding can help NCS students who have some grasp of the Chinese language to become more proficient in the language and enable more students to reach the HKDSE Chinese level. This funding could also help provide NCS students who have poor Chinese skills with systematic and effective support so as to transition into mainstream Chinese classes as soon as possible.**

The government should review its funding of HK\$50,000 to see whether it is enough to help provide systemic and effective Chinese learning support. We recommend **that the government also review whether the current amount of funding allows schools to hire extra personnel or purchase this service to provide independent Chinese immersion classes (e.g. parallel classes or pull-out classes) to help NCS students more effectively learn Chinese.**

5.3 Promote professional development for teachers teaching NCS students

In order to better equip more teachers who teach NCS students, Oxfam Hong Kong recommends that the government take reference from the existing professional training development arrangement for teachers who teach SENs students. That is, they should set up a three-tier intervention model and require a certain percentage of teachers in schools that admit NCS students to take systemic training courses. Teachers who teach other subjects (e.g. Mathematics, General studies and Liberal studies) should also take these courses. Trained teachers can then share their knowledge with teachers at their schools so that more teachers are equipped to cater to NCS students' needs in terms of learning the language and about the culture.

Appendix

Table 1: No. of interviewed schools

	All schools		Primary schools		Secondary schools	
	No.	%	No.	%	No.	%
Schools that admitted NCS students	263	45.2	132	49.6	131	41.5
Schools that had not admitted NCS students	319	54.8	134	50.4	185	58.5
Total	582	100.0	266	100.0	316	100.0

Table 2: No. of schools that admitted NCS students (by the no. of NCS students that were admitted)

No. of NCS students	All schools	
	No.	%
9 or fewer	156	59.3
10 or more	107	40.7
Total	263	100.0

Table 3: Medium of instruction at schools that admitted NCS students

Medium of instruction	All schools	Primary schools	Secondary schools
Chinese	75.4%	93.2%	53.9%
English	24.6%	6.8%	46.1%

Figure 4: Medium of instruction during Chinese lessons at schools that admitted NCS students

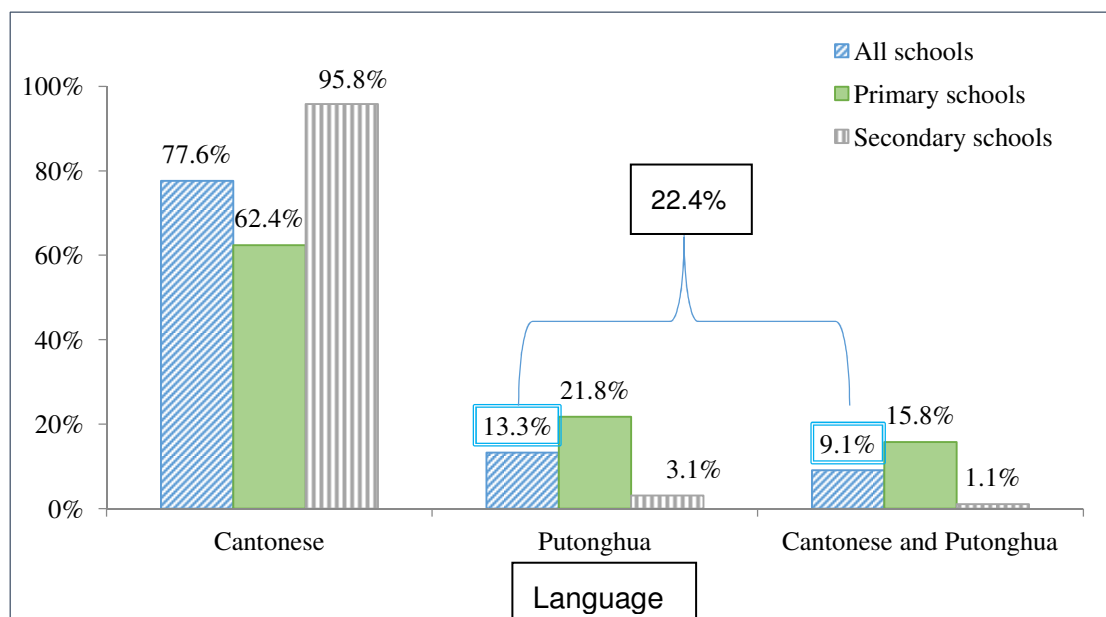


Table 5: When schools began admitting NCS students

Year	All schools	Primary schools	Secondary schools
Before 2000	3.6%	4.4%	2.6%
2000 or after	87.2%	85.9%	88.6%
No information provided	9.3%	9.7%	8.8%

Figure 6: Whether the schools that admitted nine or fewer NCS students applied for additional funding from the Education Bureau in 2014/15 school year

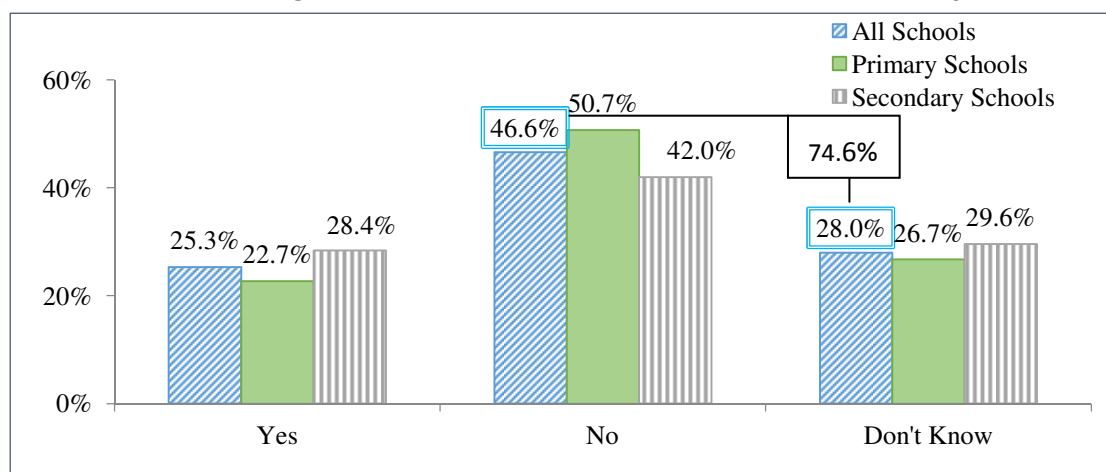


Table 7: Reasons for not applying for funding from the Education Bureau among the schools that admitted nine or fewer NCS students

Reasons	All schools
Not enough resources to provide support even if funding was granted	23.3%
The amount of funding is insufficient for effective learning support	18.4%
The allocation of funding is not flexible enough	14.5%
It can be hassle after schools receive funding as they need to do reporting.	10.5%
The school can receive the same amount of funding from other sources	10.1%
Others	56.1%
<i>The funding is unnecessary at the moment</i>	<i>(41.5%)</i>
<i>There are only a few NCS students in our school</i>	<i>(29.0%)</i>
<i>The NCS students in our school are proficient in Chinese</i>	<i>(17.5%)</i>

Table 8: Whether schools that admitted NCS students provided Chinese learning support

Whether the schools provided learning support	Schools that admitted nine or few NCS students	Schools that admitted 10 or more NCS students
Yes	88.2%	99.0%
No	11.8%	1.0%

Table 9: Chinese learning support provided by all schools that admitted NCS students

Chinese learning support	Schools that admitted nine or few NCS students	Schools that admitted 10 or more NCS students
<i>Outside of regular school hours</i>		
Before or after class tutorial class(es)		
Yes	88.9%	92.6%
No	/	6.6%
Inviting Chinese-speaking students to help NCS students with their homework and studies		
Yes	62.2%	68.0%
No	31.6%	29.4%
<i>During school hours</i>		
Pull-out class(es)		
Yes	28.1%	67.9%
No	70.6%	32.1%
Parallel class(es)		
Yes	0.6%	43.8%
No	99.4%	56.2%
Additional Chinese class(es)		
Yes	0%	45.9%
No	100%	53.1%
School-based Chinese curriculum		
Yes	0%	61.7%
No	100%	33.7%
Adapted textbooks and teaching materials		
Yes	21.8	63.7%
No	74.3%	35.4%

Figure 10: Whether the teachers who taught NCS students Chinese took short-term in-service training courses

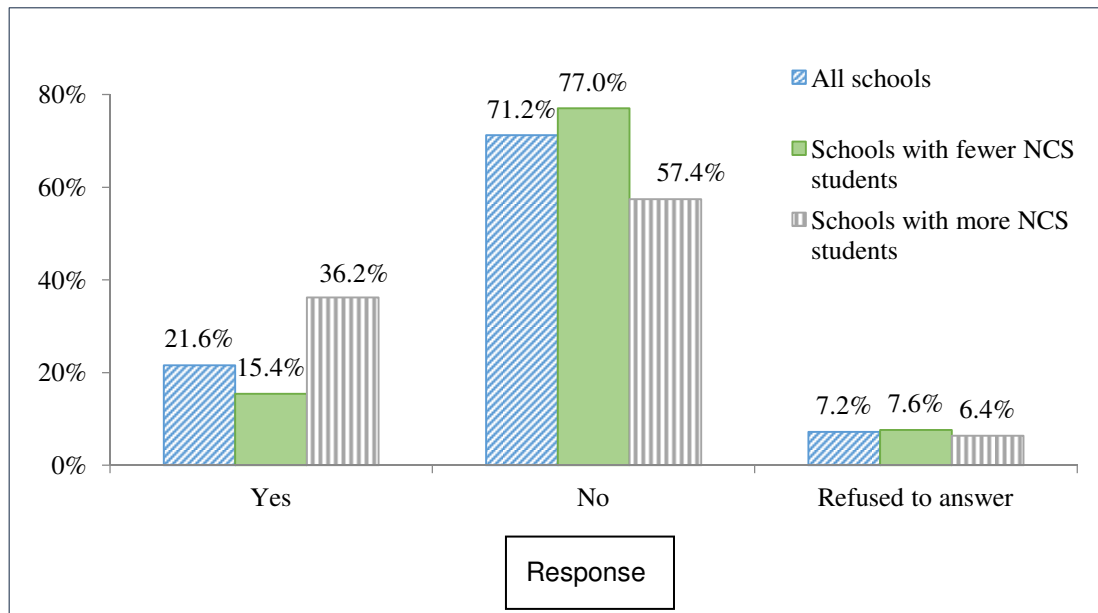


Figure 11: Whether the teachers who taught NCS students non-Chinese subjects took short-term in-service training courses

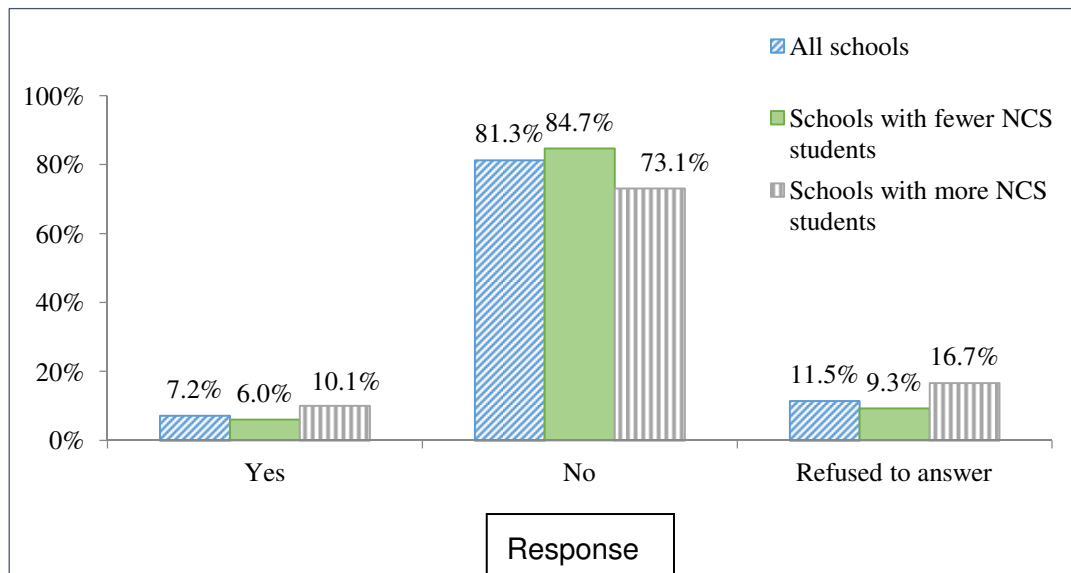


Table 12: Whether schools find the ‘Learning Framework’ helpful in terms of improving students’ Chinese proficiency and helping them transition into the mainstream Chinese language curriculum

Level of helpfulness	Schools that admitted nine or fewer NCS Students		Schools that admitted 10 or more NCS Students	
	Helpfulness of the Learning Framework in boosting students’ Chinese proficiency	bridging into the mainstream Chinese Language curriculum	Helpfulness of the Learning Framework in boosting students’ Chinese proficiency	bridging into the mainstream Chinese Language curriculum
Very helpful	1.2%	3.4%	2.7%	2.9%
Quite helpful	18.8%	13.2%	37.0%	28.7%
Moderately helpful	30.7%	30.2%	38.1%	37.5%
Not too helpful	4.9%	6.7%	11.5%	14.9%
Not helpful at all	3.2%	6.0%	4.6%	8.0%
Unsure	41.3%	40.5%	6.0%	8.1%

Figure 13: Schools' opinion on the best way to improve NCS students' Chinese proficiency

