

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

**Oxfam Hong Kong
Policy 21 Limited
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Hong Kong

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*Policy*²¹

政策二十一

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Chapter 1 | Introduction

1.1 Background

1.1.1 Even though many ethnic minority students who reside in Hong Kong put great effort into studying Chinese, the learning outcomes are often undesirable. As they do not speak Chinese at home, they lack a rich language environment to learn Chinese. Furthermore, the existing Chinese curriculum for primary and secondary schools do not cater to the language learning needs of non-Chinese speaking (NCS) students¹, so their academic results in Chinese and other subjects are usually not on a par with that of their peers. Also, their unfamiliarity with the Chinese language makes it more difficult for them to integrate into mainstream society. Figures show that a lower percentage of NCS students in Hong Kong receive post-secondary education compared to the general population². This shows that the education system does not promote upward mobility for minorities, but limits their chance of seeking jobs and improving their standard of living.

1.1.2 In the 2014 policy address, the government announced that starting from the 2014/15 school year, it would introduce a series of measures to strengthen Chinese learning support resources for NCS students. As a result, the Education Bureau has provided schools with the ‘Chinese Language Curriculum Second Language Learning Framework’. The “Learning Framework” was developed from the perspective of second language learners and offers a set of objectives and expected learning outcomes that describes the learning progress of NCS students at different learning stages so as to assist teachers to set progressive learning targets. It also states the expected learning progress and outcomes to enhance the learning effectiveness of NCS students. In parallel, the Education Bureau introduced

¹ According to the definition of the Education Bureau, students whose spoken language at home is not Chinese are categorised as NCS students. In the 2014/15 school year, there were about 16,900 NCS students (8,700 at the primary level and 7,600 at the secondary level) attending public schools and Direct Subsidy Scheme schools. Information retrieved from Legislative Council Panel on Education: ‘Progress on Enhancing Chinese Learning and Teaching for Non-Chinese Speaking Students’ on 6 June, 2015. (For more information, please see: <http://www.legco.gov.hk/yr14-15/chinese/panels/ed/papers/ed20150608cb4-1098-3-c.pdf>)

² In 2011, only 1.3 per cent of ethnic minority students aged 15 or above were in full-time post-secondary courses, according to the Census and Statistics Department’s “2011 Population Census Thematic Report: Ethnic Minorities”, which was published on June 2011. 10% of non-Chinese speaking candidates received offers under the Joint University Programmes Admission System, according to Legislative Council panel of education paper no. CB(4)852/12-13(05) from July 2013.

module exemplars, assessment tools³ and teaching materials to provide Chinese teachers with support.

1.1.3 T In tandem the “Learning Framework”, the EDB has implemented a series of support measures. Firstly, the EDB launched the Professional Enhancement Grant Scheme to enhance Chinese Language teachers’ professional capability in teaching Chinese as a second language in the first quarter of 2014 and organised different thematic seminars and workshops. In addition, the EDB provided additional recurrent funding to schools. Different amounts of funding were offered, according to the number of NCS students admitted⁴. Futhermore, the EDB rendered school-based professional support to schools, such as setting up the EDB’s school-based support team, offering the University-School Support Programmes, Professional Development Schools Scheme and School Support Partners (Seconded Teacher). In addition, the EDB introduced an Applied Learning Chinese subject in phases, as an alternative for NCS students to obtain Chinese qualification which would help them pursue further studies and seek jobs.

1.1.4 Oxfam has always been concerned about the rights of ethnic minorities and their social participation, particularly their educational opportunities in Hong Kong. In July 2014, Oxfam commissioned Policy 21 Limited to conduct ‘Survey on Opinions of Public Schools on the Enhanced Chinese learning and Teaching for Non-Chinese Speaking Students’, which aimed to identify schools’ Chinese learning support for NCS students and their outcomes, after the implementation of the aforementioned measures.

³ Including the ‘Chinese Language Assessment Tools’.

⁴ Starting from the 2014/15 school year, additional recurrent fundings have been offered according to the number of students admitted: 1-9 NCS students : \$50,000; 10-25 NCS students : \$800,000, 26-50 NCS students : \$950,000; 51-75 NCS students : \$1,100,000; 76-90 NCS students : \$1,250,000; 91 NCS students or more : \$1,500,000.

1.2 *Survey objectives*

1.2.1 The Survey aims to collect information and views from the principals and teachers in charge of primary and secondary schools in Hong Kong (including public sector schools⁵ and those under the Direct Subsidy Scheme). The objectives of the Survey are as follows:

- (i) To find out how schools provided learning support to NCS students in 2014/2015 school year;
- (ii) To identify the challenges and difficulties that schools encountered;
- (iii) To gauge the views of the principals and teachers in charge of the support measures for NCS students;
- (iv) To collect information about surveyed schools.

1.2.2 This report presents the findings of the questionnaire survey and is divided into four sections:

- (a) introduction
- (b) survey methodology
- (c) survey results
- (d) conclusion

⁵ Schools in public sector include government schools, aided schools and caput schools.

Chapter 2 | Survey methodology

2.1 Questionnaire design

- 2.1.1 A questionnaire was designed to collect the information mentioned in 1.2.1. The questionnaire can be divided into nine parts, including school information, Chinese language learning support, Territory-wide System Assessment/public examinations, teacher professional development, views on the ‘Chinese Language Curriculum Second Language Learning Framework’, cultural integration, external assistance, overall evaluation and the preparations made to admit NCS students.
- 2.1.2 *School information:* This part of the questionnaire collected information on the medium of instruction of the schools, whether they had admitted NCS students, the number of NCS students and the years from which the schools admitted NCS students.
- 2.1.3 *Chinese language learning support:* This part was designed to identify the types of Chinese language learning support that the schools provided NCS students with and examine whether the schools that admitted nine NCS students or fewer had applied for additional funding from the Education Bureau.
- 2.1.4 *Territory-wide System Assessment/Public examinations:* The purpose of this part was to ascertain whether the students in schools had participated in Territory-wide System Assessment or public examinations.
- 2.1.5 *Teacher professional development:* This part was designed to ascertain whether the teachers who taught NCS students had taken in-service training courses.
- 2.1.6 *Views on ‘Chinese Language Curriculum Second Language Learning Framework’:* This part aimed to collect schools’ views on the Framework, additional funding and the consultation with the education sector held by the government.
- 2.1.7 *Cultural integration:* The purpose of this part is to find out whether the schools had provided Chinese speaking students and non-Chinese speaking students with opportunities for interaction/cultural exchange outside classroom.
- 2.1.8 *Assistance:* The purpose of this part was to ascertain whether the schools had received external assistance.

2.1.9 *Overall evaluation:* This part was designed to identify the measures that the schools considered to be most effective in enhancing the Chinese proficiency of NCS students.

2.1.10 *Preparation for admitting NCS students:* This part was only for the schools which had not admitted NCS students in the 2014/15 school year, and aimed to ascertain whether the schools had prepared to admit NCS students.

2.2 *Data collection approach*

Target respondents

2.2.1 The target respondents of the survey were principals and teachers in charge of primary and secondary schools in Hong Kong (including public sector schools and those under the Direct Subsidy Scheme).

Total number of schools in Hong Kong

2.2.2 In 2014/15 school year, there were a total of 929 public sector schools and those under the Direct Subsidy Scheme: 473 primary schools and 456 secondary schools⁶.

Table 1: Number of public sector schools and those under the Direct Subsidy Scheme (by type of school) (%)

Type of school	Primary school		Secondary school	
	No.	%	No.	%
Government school	34	7.2%	31	6.8%
Aided school	418	88.4%	362	79.4%
Caput school	/	/	2	0.4%
Direct Subsidy Scheme school	21	4.4%	61	13.4%
Total	473	100.0%	456	100.0%

⁶ Source: *Replies to initial written questions raised by Finance Committee Members in examining the Estimates of Expenditure* (Reply Serial No.:EDB063)
(<http://www.edb.gov.hk/attachment/en/about-edb/press/legco/others/EDB-2-e1.pdf>)

Number of schools that admit NCS students in Hong Kong

2.2.3 In the 2014/15 school year, there were a total of 588 public sector schools and those under the Direct Subsidy Scheme: 321 primary schools and 267 secondary schools⁷. Analysed by the number of NCS students admitted, 414 schools had admitted nine or fewer NCS students, while 174 schools had admitted 10 or more.

Table 2: Number of schools that admit NCS students (by number of NCS students admitted) (%)

No. of NCS students	Primary school		Secondary school	
	No.	%	No.	%
9 or fewer	221	68.8%	193	72.3%
10 or more	100	31.2%	74	27.7%
Total	321	100.0%	267	100.0%

Sampling and weighting

2.2.4 The survey covered all the public sector schools and those under the Direct Subsidy Scheme. Before enumeration, notification letters and questionnaires were sent to all 929 of these schools.

2.2.5 The survey results collected from the schools were grossed-up according to the total number of schools and the number of schools that admit NCS students in Hong Kong, to infer the situation public sector schools and those under the Direct Subsidy Scheme face.

⁷ Source: *Replies to initial written questions raised by Finance Committee Members in examining the Estimates of Expenditure* (Reply Serial No.:EDB139)

(<http://www.edb.gov.hk/attachment/en/about-edb/press/legco/others/EDB-2-e1.pdf>)

2.3 Enumeration results

2.3.1 The survey was conducted during the period between January and May 2015. In total, 929 public sector schools and those under the Direct Subsidy Scheme were contacted and invited to participate in the Survey covering 18 District Council Districts.

2.3.2 The principals and teachers in charge from 582 schools took the survey and agreed to be interviewed. The response rate was 62.6%. Among the interviewed schools, 266 were primary schools and 316 were secondary schools.

Table 3: Number of interviewed schools (by district) (%)

District	All schools		Primary school		Secondary school	
	No.	%	No.	%	No.	%
Central & Western	11	1.9%	5	1.9%	6	1.9%
Wan Chai	16	2.7%	6	2.3%	10	3.2%
Eastern	35	6.0%	13	4.9%	22	7.0%
Southern	18	3.1%	5	1.9%	13	4.1%
Kowloon City	41	7.0%	19	7.1%	22	7.0%
Wong Tai Sin	31	5.3%	18	6.8%	13	4.1%
Kwun Tong	36	6.2%	14	5.3%	22	7.0%
Yau Tsim Mong	24	4.1%	10	3.8%	14	4.4%
Sham Shui Po	35	6.0%	12	4.5%	23	7.3%
Tsuen Wan	21	3.6%	13	4.9%	8	2.5%
Kwai Tsing	45	7.7%	22	8.3%	23	7.3%
Sai Kung	29	5.0%	12	4.5%	17	5.4%
Sha Tin	57	9.8%	25	9.4%	32	10.1%
Tai Po	31	5.3%	13	4.9%	18	5.7%
North	37	6.4%	22	8.3%	15	4.7%
Tuen Mun	45	7.7%	19	7.1%	26	8.2%
Yuen Long	51	8.8%	25	9.4%	26	8.2%
Islands	19	3.3%	13	4.9%	6	1.9%
Total	582	100.0%	266	100.0%	316	100.0%

2.3.3 Among the 582 interviewed schools, 263 had admitted NCS students and 319 had not admitted NCS students.

Table 4: Number of schools that had admitted and not admitted NCS students (%)

	All schools		Primary school		Secondary school	
	No.	%	No.	%	No.	%
Yes	263	45.2%	132	49.6%	131	41.5%
No	319	54.8%	134	50.4%	185	58.5%
Total	582	100.0%	266	100.0%	316	100.0%

2.3.4 Among the 263 schools which admitted NCS students, 156 had admitted nine or fewer NCS students, while 107 had admitted 10 or more NCS students.

Table 5: Number of schools with NCS students (by number of NCS students admitted) (%)

No. of NCS students	All schools		Primary school		Secondary school	
	No.	%	No.	%	No.	%
9 or fewer	156	59.3%	75	56.8%	81	61.8%
10 or more	107	40.7%	57	43.2%	50	38.2%
Total	263	100.0%	132	100.0%	131	100.0%

2.3.5 Some percentages in the descriptive figures might not add up to a total of 100%, due to rounding. In the case of multiple answers, the total percentage might exceed 100% since respondents could select more than one answer. In addition, the sample bases for each question might vary due to the missing answers in the completed questionnaires.

2.3.6 All monetary figures in this report are in Hong Kong Dollars, unless otherwise stated.

Chapter 3 | Survey Results

3.1 School information

Total number of students in schools

3.1.1 Regarding the total number of students each school had, 31.0% of the schools had 801-1,000 students, 30.7% had 601-800 students, 13.9% had 201-400 students, 12.9% had 401-600 students, 5.6% had fewer than 201 students and 3.9% had more than 1,000 students.

Table 6: Total number of students in school (%)

Total no. of students in schools	All schools	Primary schools	Secondary schools
Less than 201	5.6%	9.6%	1.4%
201-400	13.9%	20.6%	7.0%
401-600	12.9%	17.5%	8.2%
601-800	30.7%	37.9%	23.2%
801-1,000	31.0%	10.7%	52.1%
1,001-1,200	3.2%	1.2%	5.2%
More than 1,200	0.7%	0.0%	1.3%
Refused to answer	2.0%	2.5%	1.5%

[Q: B2]

Chief medium of instruction

3.1.2 A total of 76.9% of the schools use Chinese as their chief medium of instruction while 23.1% use English.

3.1.3 Overall, 41.1% of secondary schools use English as their chief medium of instruction – a much higher percentage compared to primary schools (5.8%).

Table 7: Chief medium of instruction in schools (%)

Chief medium of instruction	All schools	Primary schools	Secondary schools
Chinese	76.9%	94.2%	58.9%
English	23.1%	5.8%	41.1%

[Q: A1]

Number of NCS students

3.1.4 Among the schools that admitted NCS students, 70.4% admitted 1-9 NCS students, 16.2% admitted 10-25 NCS students and 13.4% admitted more than 25 NCS students.

Table 8: Number of NCS students admitted in schools (%)

No. of NCS students	All schools	Primary schools	Secondary schools
1-9	70.4%	68.8%	72.3%
10-25	16.2%	15.3%	17.2%
26-50	3.8%	6.0%	1.1%
51-75	1.4%	2.2%	0.6%
76-90	1.2%	2.2%	0.0%
91-200	4.0%	2.7%	5.5%
201-300	1.9%	1.6%	2.2%
301-400	0.3%	0.5%	0.0%
401-600	0.3%	0.5%	0.0%
601-800	0.3%	0.0%	0.6%
801-900	0.3%	0.0%	0.6%

[Q: B2]

Ethnicity of NCS students

3.1.5 Among the schools that admitted NCS students, 36.5% admitted Indian students while 59.6% had not.

Table 9: Number of Indian students admitted in schools (%)

No. of Indian students	All schools	Primary schools	Secondary schools
None	59.6%	63.2%	55.3%
1-9	31.6%	30.4%	33.2%
10-25	2.5%	2.2%	2.8%
26-50	0.5%	0.0%	1.1%
51-75	1.1%	1.1%	1.1%
76-90	0.6%	0.5%	0.6%
More than 90	0.3%	0.0%	0.6%
No information provided	3.9%	2.6%	5.4%

[Q: B2]

3.1.6 Among the schools that admitted NCS students, 31.1% admitted Nepali students while 65.6% had not.

Table 10: Number of Nepali students admitted in schools (%)

No. of Nepali students	All schools	Primary schools	Secondary schools
None	65.6%	71.8%	58.1%
1-9	26.2%	22.3%	30.9%
10-25	1.6%	0.5%	2.8%
26-50	1.7%	2.2%	1.1%
51-75	0.0%	0.0%	0.0%
76-90	0.5%	0.0%	1.1%
More than 90	1.1%	1.1%	1.1%
No information provided	3.3%	2.0%	4.9%

[Q: B2]

3.1.7 Among the schools that admitted NCS students, 64.9% admitted Pakistani students while 31.2% had not.

Table 11: Number of Pakistani students admitted in schools (%)

No. of Pakistani students	All schools	Primary schools	Secondary schools
None	31.2%	29.9%	32.8%
1-9	52.5%	54.4%	50.1%
10-25	5.3%	6.0%	4.4%
26-50	2.5%	3.3%	1.7%
51-75	0.8%	1.1%	0.6%
76-90	1.1%	1.1%	1.1%
More than 91	2.7%	1.6%	3.9%
No information provided	3.9%	2.6%	5.4%

[Q: B2]

3.1.8 Among the schools that admitted NCS students, 38.7% admitted Filipino students while 57.9% had not.

Table 12: Number of Filipino students admitted in schools (%)

No. of Filipino students	All schools	Primary schools	Secondary schools
None	57.9%	61.0%	54.2%
1-9	32.0%	28.7%	35.9%
10-25	4.2%	5.5%	2.8%
26-50	1.4%	2.2%	0.6%
51-75	0.3%	0.0%	0.6%
76-90	0.0%	0.0%	0.0%
More than 91	0.8%	0.5%	1.1%
No information provided	3.3%	2.0%	4.9%

[Q: B2]

3.1.9 Among the schools that admitted NCS students, 22.1% admitted Thai students while 74.0% had not.

Table 13: Number of Thai students admitted in schools (%)

No. of Thai students	All schools	Primary schools	Secondary schools
None	74.0%	71.3%	77.3%
1-9	21.0%	25.1%	16.1%
10-25	1.1%	1.1%	1.1%
No information provided	3.9%	2.6%	5.4%

[Q: B2]

3.1.10 Among the schools that admitted NCS students, 11.1% admitted Indonesian students while 85.0% had not.

Table 14: Number of Indonesian students admitted in schools (%)

No. of Indonesian students	All schools	Primary schools	Secondary schools
None	85.0%	87.6%	82.0%
1-9	10.5%	9.3%	12.0%
10-25	0.6%	0.5%	0.6%
No information provided	3.9%	2.6%	5.4%

[Q: B2]

3.1.11 Among the schools that admitted NCS students, 33.7% admitted students of other ethnicities while 63.0% had not.

Table 15: Number of students of other ethnicities admitted in schools (%)

Number of students of other ethnicities	All schools	Primary schools	Secondary schools
None	63.0%	56.1%	71.2%
1-9	28.6%	36.2%	19.4%
10-25	3.0%	3.3%	2.8%
26-50	0.8%	1.1%	0.6%
51-75	0.8%	1.1%	0.6%
76-90	0.0%	0.0%	0.0%
More than 91	0.3%	0.5%	0.0%
No information provided	3.4%	1.6%	5.4%

[Q: B2]

3.1.12 Among the schools that admit NCS students, 27.0% admitted students of mixed race while 69.6% had not.

Table 16: Number of students of mixed race admitted in schools (%)

No. of students of mixed race	All schools	Primary schools	Secondary schools
None	69.6%	66.7%	73.1%
1-9	24.2%	27.3%	20.4%
10-25	2.3%	3.3%	1.1%
26-50	0.6%	1.1%	0.0%
No information provided	3.4%	1.6%	5.4%

[Q: B2]

Medium of instruction of schools that admit NCS students

3.1.13 Among the schools that admitted NCS students, 75.4% used Chinese as their chief medium of instruction, while 24.6% used English.

Table 17: Medium of instruction of schools that admitted NCS students (%)

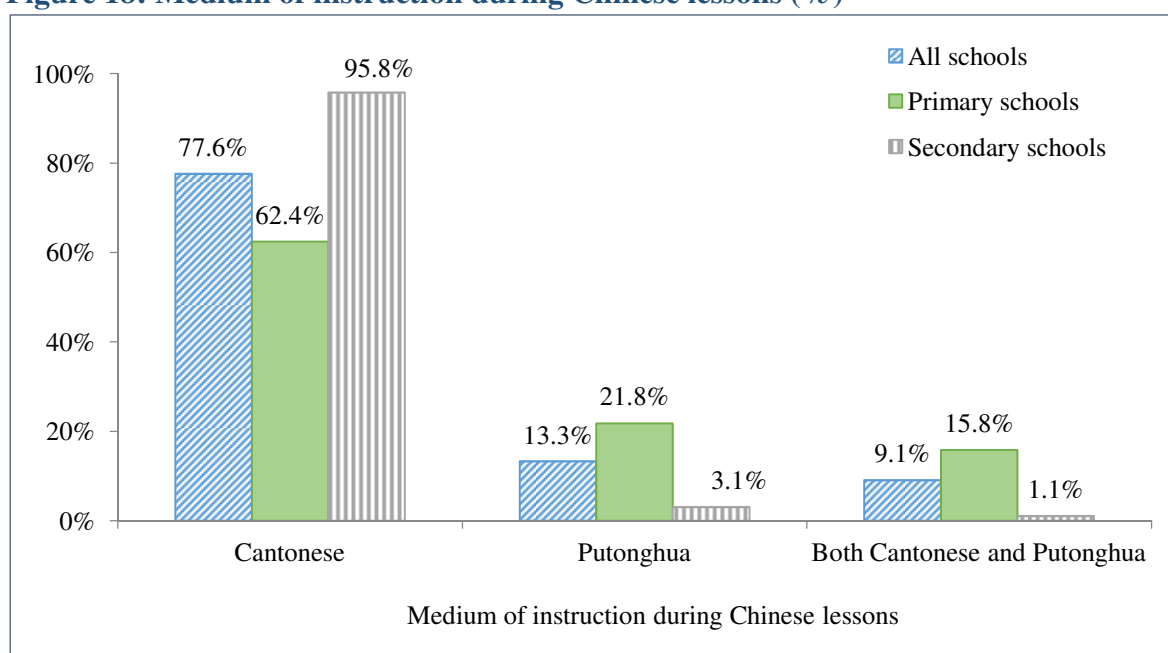
Medium of instruction	All schools	Primary schools	Secondary schools	Schools that admitted fewer NCS students	Schools that admitted a higher number of NCS students
Chinese	75.4%	93.2%	53.9%	76.7%	72.2%
English	24.6%	6.8%	46.1%	23.3%	27.8%

Medium of instruction during Chinese lessons

3.1.14 Among the schools that admitted NCS students, 77.6% used Cantonese as the medium of instruction during Chinese lessons, 13.3% used Putonghua and 9.1% used both Cantonese and Putonghua.

3.1.15 Analysed by school category, 95.0% of the secondary schools that admitted NCS students adopted Cantonese as the medium of instruction in Chinese lessons – a much higher percentage than primary schools (62.4%).

Figure 18: Medium of instruction during Chinese lessons (%)



[Q: B3]

When schools began admitting NCS students

3.1.15 Among the schools that admitted NCS students, 44.1% began admitting them between 2000 and 2009, 43.1% did so between 2010 and 2014, and 3.6% began admitting NCS students before 2000.

Table 19: When schools began admitting NCS students

Year	All schools	Primary schools	Secondary schools
1960-1969	0.4%	0.0%	0.9%
1970-1979	0.3%	0.0%	0.6%
1980-1989	1.5%	2.8%	0.0%
1990-1999	1.4%	1.6%	1.1%
2000-2009	44.1%	53.2%	33.0%
2010-2014	43.1%	32.7%	55.6%
No information provided	9.3%	9.7%	8.8%

[Q: B4]

3.2 *Chinese learning support provided by schools that admitted a higher number of NCS students*

3.2.1 The focus of this section is the Chinese learning support provided by the schools that admitted a higher number of NCS students⁸ when teaching Chinese and other subjects during the 2014/15 school year.

Chinese learning support in the 2014/15 school year

3.2.2 Throughout the 2014/15 academic year, almost all (99.0%) of the schools that admitted a higher number of NCS students provided these students with learning support when teaching Chinese.

Table 20: Availability of Chinese language learning support for NCS students in schools that admit more NCS students (%)

Whether the school provided learning support	All schools	Primary schools	Secondary schools
Yes	99.0%	98.2%	100.0%
No	1.0%	1.8%	0.0%

3.2.3 The following paragraphs illustrate how much learning support NCS students are provided with during Chinese classes in schools that admit a higher number of NCS students.

3.2.4 Pull-out class(es): 67.9% of the schools provided pull-out class(es) for NCS students.

3.2.5 Parallel class(es): 43.8% of the schools provided parallel class(es) for NCS students. Analysed by school category, the percentage of secondary schools providing parallel class(es) was 58.0%, much higher than that of primary schools (33.3%).

3.2.6 Offering additional Chinese class(es): 45.9% of the schools offered additional Chinese class(es).

3.2.7 Recruiting ethnic minority teaching assistants: 27.2% of the schools recruited ethnic minority teaching assistants.

⁸ In this report, schools admitting a higher number of NCS students are schools that admitted 10 or more NCS students.

Table 21: Types of Chinese learning support provided by schools that admitted a higher number of NCS students in the 2014/15 school year (I) (%)

Chinese learning support	All schools	Primary schools	Secondary schools
Pull-out class(es)			
Yes	67.9%	73.7%	60.0%
No	32.1%	26.3%	40.0%
Parallel class(es)			
Yes	43.8%	33.3%	58.0%
No	56.2%	66.7%	42.0%
Additional Chinese class(es)			
Yes	45.9%	47.4%	44.0%
No	53.1%	50.9%	56.0%
Undecided	1.0%	1.8%	0.0%
Ethnic minority teaching assistants			
Yes	27.2%	28.1%	26.0%
No	72.0%	71.9%	72.0%
Undecided	0.9%	0.0%	2.0%

[Q: C1a-1d]

- 3.2.8 Designing a school-based Chinese curriculum: 61.7% of the schools designed school-based Chinese curricula. Analysed by school category, the percentage of secondary schools that designed school-based Chinese curricula was 74.0%, far higher than that of primary schools (52.6%).
- 3.2.9 Using adapted textbooks and teaching materials: 63.7% of the schools used adapted textbooks and teaching materials. Analysed by school category, the percentage of secondary schools using adapted textbooks and teaching materials was 74.0%, far higher than that of primary schools (56.1%).
- 3.2.10 Interdisciplinary Chinese learning: About half of the schools (50.5%) carried out Interdisciplinary Chinese learning.
- 3.2.11 Increasing duration of Chinese lessons within school timetable: 29.7% of the schools lengthened Chinese lessons within the school timetable.

Table 22: Types of Chinese learning support provided by schools that admitted a higher number of NCS students in the 2014/15 school year (II) (%)

Chinese learning support	All schools	Primary schools	Secondary schools
School-based Chinese curriculum			
Yes	61.7%	52.6%	74.0%
No	33.7%	43.9%	20.0%
Undecided	4.6%	3.5%	6.0%
Using adapted textbooks and teaching materials			
Yes	63.7%	56.1%	74.0%
No	35.4%	43.9%	24.0%
Undecided	0.9%	0.0%	2.0%
Interdisciplinary Chinese learning			
Yes	50.5%	50.9%	50.0%
No	46.6%	45.6%	48.0%
Undecided	2.9%	3.5%	2.0%
Increasing duration of Chinese lessons within school timetable			
Yes	29.7%	28.1%	32.0%
No	69.4%	71.9%	66.0%
Undecided	0.9%	0.0%	2.0%

[Q: C3a-3d]

3.2.12 Before/after-school tutorial class(es): 92.6% of the schools offered before/after-school tutorial class(es).

3.2.13 Inviting other students to help NCS students with homework and studies: 68.0% of the schools invited other students to help NCS students with their homework and studies. A total of 75.4% of secondary schools did this – far higher than that of primary schools (58.0%).

3.2.14 Other learning support: 3.6% of the schools offered other learning support, including cultural exchange activities and encouraging participation in Chinese courses organised by universities.

Table 23: Types of Chinese learning support provided by schools that admitted a higher number of NCS students in the 2014/15 school year (III) (%)

Chinese learning support	All schools	Primary schools	Secondary schools
Before/after-school tutorial class(es)			
Yes	92.6%	93.0%	92.0%
No	6.6%	7.0%	6.0%
Undecided	0.9%	0.0%	2.0%
Invite other students to help NCS students with homework and studies			
Yes	68.0%	75.4%	58.0%
No	29.4%	24.6%	36.0%
Undecided	2.6%	0.0%	6.0%
Other learning support			
Yes	3.6%	1.8%	6.0%
No	94.7%	98.2%	90.0%
Undecided	1.7%	0.0%	4.0%

[Q: C1i-1k]

Types of learning support provided in other subjects in the 2014/15 school year

3.2.15 Nearly half of the schools (48.1%) provided learning support for NCS students when teaching other subjects in Chinese.

Table 24: Availability of learning support for subjects other than Chinese provided by schools that admitted a higher number of NCS students (%)

	All schools	Primary schools	Secondary schools	Chinese- medium schools	English-medium schools
Yes	48.1%	52.6%	42.0%	49.8%	43.8%
No	51.9%	47.4%	58.0%	50.2%	56.2%

[Q: C2]

3.2.16 Using English to teach subjects other than Chinese (only for Chinese-medium schools): Among the schools that provided learning support for NCS students in other subjects, 42.5% of the schools adopted English to teach other subjects. A total of 52.4% of these schools were secondary schools, while 36.7% were primary schools.

3.2.17 Using adapted textbooks and teaching materials: Among the schools that provided learning support for NCS students in other subjects, 56.2% of the schools used adapted textbooks and teaching materials. A total of 66.7% of these were secondary schools, while 50% were primary schools.

3.2.18 Recruiting ethnic minority teaching assistants: Among the schools that provided learning support for NCS students in other subjects, 40.4% of schools recruited ethnic minority teaching assistants. A total of 52.4% of these schools were secondary schools, while 33.3% were primary schools.

3.2.19 Lengthening duration of lessons for certain subjects within school timetable: Among the schools that provided learning support for NCS students in other subjects, 21.1% lengthened the duration of lessons for certain subjects within school timetable.

Table 25: Learning support in subjects other than Chinese provided by schools that admitted a higher number of NCS students during the 2014/15 school year (I) (%)

Learning support	All schools	Primary schools	Secondary schools
Using English to teach other subjects (only for Chinese-medium schools)			
Yes	42.5%	36.7%	52.4%
No	40.3%	50.0%	23.8%
Undecided	3.9%	3.3%	4.8%
Not applicable	13.4%	10.0%	19.0%
Adapted textbooks and teaching materials			
Yes	56.2%	50.0%	66.7%
No	43.8%	50.0%	33.3%
Recruiting ethnic minority teaching assistants			
Yes	40.4%	33.3%	52.4%
No	59.6%	66.7%	47.6%
Lengthening duration of lessons for certain subjects within school timetable			
Yes	21.1%	16.7%	28.6%
No	77.1%	83.3%	66.7%

Undecided	1.8%	0.0%	4.8%
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[Q: C2a-2d]

3.2.20 Interdisciplinary learning: Among the schools that provided learning support for NCS students in other subjects, 61.4% of schools carried out interdisciplinary learning.

3.2.21 Before/after-school tutorial class(es): Among the schools that provided learning support for NCS students in other subjects, 78.3% of schools provided before/after-school tutorial class(es).

3.2.22 Other learning support: Among the schools that provided learning support for NCS students in other subjects, 5.6% of schools provided other learning support, including adapted examination papers, which allowed NCS students to answer certain subjects' examination papers in English.

Table 26: Learning support in subjects other than Chinese provided by schools that admitted a higher number of NCS students during the 2014/15 school year (II) (%)

Learning support	All schools	Primary schools	Secondary schools
Interdisciplinary learning			
Yes	61.4%	66.7%	52.4%
No	36.5%	30.0%	47.6%
Undecided	2.1%	3.3%	0.0%
Before/after-school tutorial class(es)			
Yes	78.3%	76.7%	81.0%
No	20.0%	23.3%	14.3%
Undecided	1.8%	0.0%	4.8%
Other learning support			
Yes	5.6%	3.3%	9.5%
No	94.4%	96.7%	90.5%

[Q: C2e-2g]

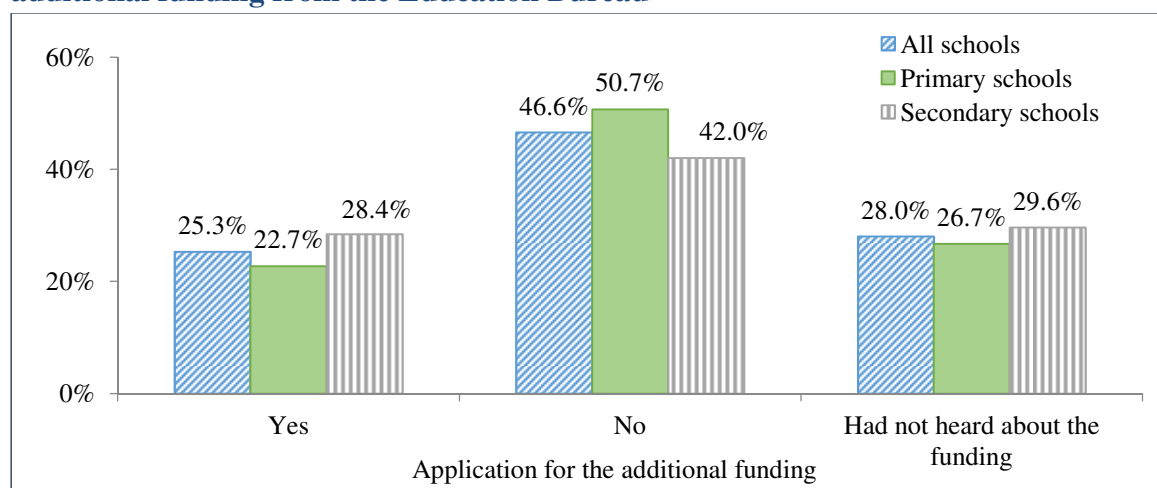
3.3 Chinese learning support provided by the schools that admitted fewer number of NCS students

3.3.1 This section highlights whether the schools that admitted fewer NCS students⁹ applied for additional funding from the Education Bureau as well as the kind of learning support that was provided by those schools.

Application for additional funding from the Education Bureau

3.3.2 About a quarter (25.3%) of the schools applied for a \$50,000 funding to offer NCS students with learning support in the 2014/15 school year. On the other hand, 46.6% of schools did not apply for this funding while 28.0% did not know about the availability of additional funding.

Figure 27: Whether the schools that admitted fewer NCS students applied for additional funding from the Education Bureau



[Q: D1]

3.3.3 Among the schools that did not apply for the \$50,000 in funding, 23.3% of schools did not apply because of the ‘unavailability of ancillary resources after application’, while 18.4% did not do so because it is an ‘insufficient amount to provide effective learning support’.

3.3.4 It is noteworthy to mention that 56.1% of the schools did not applying for funding for other reasons. These reasons included ‘the funding is unnecessary at the moment’ (41.5%), ‘there are only a few NCS students in our school’ (29.0%) and ‘the NCS students in school are proficient in Chinese’ (17.5%).

⁹ In this report, the schools admitting a lower number of NCS students are the schools admitting 9 or less NCS students.

Table 28: Reasons for not applying for funding from the Education Bureau

Reasons	All schools
Not enough resources to provide supports 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 a hassle after being given funding, as schools need to write a report	10.5%
The school can receive the same amount of funding from other sources	10.1%
Others	56.1%
- The funding is unnecessary at the moment	41.5%
-There are only a few NCS students in our school	29.0%
-The NCS students in our school are proficient in Chinese	17.5%

[Q: D1a][Multiple selection]

Chinese learning support provided during the 2014/15 school year

3.3.5 Among the schools admitting fewer NCS students, most of the schools (88.2%) provided learning support for NCS students when teaching Chinese.

Table 29: Whether schools that admitted fewer NCS students provided learning support during Chinese lessons (%)

Whether the school provided learning support	All schools	Primary schools	Secondary schools
Yes	88.2%	92.0%	84.0%
No	11.8%	8.0%	16.0%

[Q: C2]

3.3.6 Among the schools that provided learning support for NCS students during Chinese lessons, 28.7% applied for funding from the Education Bureau. A total of 46.0% did not apply and 25.3% had not heard about the funding.

Table 30: Whether the schools that provided learning support for NCS students during Chinese lessons applied for funding from the Education Bureau (%)

Whether the school applied for the funding	All schools	Primary schools	Secondary schools
Yes	28.7%	24.6%	33.8%
No	46.0%	52.2%	38.2%
Did not hear about the funding	25.3%	23.2%	27.9%

- 3.3.7 Pull-out class(es): 28.1% of the schools provided a pull-out class(es) for NCS students.
- 3.3.8 Using adapted textbooks and teaching materials: 21.8% of the schools used adapted textbooks and teaching materials. Overall, 34.6% of secondary schools used adapted textbooks and teaching materials, while only 10.7% of primary schools did.
- 3.3.9 Ethnic minority teaching assistants: 8.3% of the schools recruited ethnic minority teaching assistant. A total of 14.8% of secondary schools recruited ethnic minority teaching assistants, while only 2.7% of primary schools did.
- 3.3.10 Before/after-school tutorial class(es) (run by teachers in school): About half (50.2%) of the schools offered before/after-school tutorial class(es), which were run by teachers at the schools.
- 3.3.11 Before/after-school tutorial class(es) (purchasing support services): 38.7% of the schools purchased support services that offered before/after-school tutorial class(es). A total of 46.7% of primary schools offered such support – far higher than secondary schools (29.6%).
- 3.3.12 Ask Chinese-speaking students for assistance: 62.2% of the schools asked other Chinese-speaking students to help NCS students with their homework and studies.
- 3.3.13 Other learning support: 6.9% of the schools provided other kinds of learning support, including encouraging participation in Chinese learning support courses organised by universities, groups that read-aloud in Cantonese, translated notices and tutoring services referral for NCS students.

Table 31: Learning support provided by schools that admitted fewer NCS students during Chinese lessons

Chinese learning support	All schools	Primary schools	Secondary schools
Pull-out class(es)			
Yes	28.1%	21.3%	35.8%
No	70.6%	77.3%	63.0%
Undecided	1.3%	1.3%	1.2%
Using adapted textbooks and teaching materials			
Yes	21.8%	10.7%	34.6%
No	74.3%	85.3%	61.7%
Undecided	3.9%	4.0%	3.7%
Recruiting ethnic minority teaching assistants			
Yes	8.3%	2.7%	14.8%
No	89.1%	94.7%	82.7%
Undecided	2.6%	2.7%	2.5%
Before/after-school tutorial class(es) (run by teachers at school)			
Yes	50.2%	57.3%	42.0%
No	45.4%	38.7%	53.1%
Undecided	4.4%	4.0%	4.9%
Before/after-school tutorial class(es) (purchasing support services)			
Yes	38.7%	46.7%	29.6%
No	57.0%	50.7%	64.2%
Undecided	4.3%	2.7%	6.2%
Inviting Chinese speaking students to help NCS students with homework and studies			
Yes	62.2%	68.0%	55.6%
No	31.6%	28.0%	35.8%
Undecided	6.2%	4.0%	8.6%
Other learning support			
Yes	6.9%	5.3%	7.4%
No	93.1%	94.7%	92.6%

[Q: C2a-1g]

Learning support for other subjects during the 2014/15 school year

3.3.14 A total of 59.9% of the schools provided learning support when teaching NCS students other subjects in Chinese.

Table 32: Whether schools that admitted fewer NCS students provided learning support in other subjects (%)

	All schools	Primary schools	Secondary schools	Chinese medium schools	English medium schools
Yes	59.9%	68.0%	50.6%	62.7%	50.6%
No	40.1%	32.0%	49.4%	37.3%	49.4%

[Q: D3]

3.3.15 Using English as medium of instruction in other subjects (only for Chinese medium schools): Among the schools that provided learning support for NCS students in subjects other than Chinese, 10.1% of these schools taught other subjects in English. In total, 19.3% of these secondary schools taught other subjects in English, which is far higher than the primary schools that did this (3.9%).

3.3.14 Using adapted textbooks and teaching materials: Among the schools that provided learning support for NCS students in subjects other than Chinese, 15.1% used adapted textbooks and teaching materials. The percentage of secondary schools that used adapted textbooks and teaching materials was 29.3%, which was far higher than the proportion of primary schools that did this (5.9%).

3.3.15 Recruiting ethnic minority teaching assistants: Among the schools that provided NCS students with learning support in subjects other than Chinese, 6.2% recruited ethnic minority teaching assistants.

3.3.16 Increasing lesson time of certain subjects within school timetable: Among the schools that provided NCS students with learning support in subjects other than Chinese, 9.8% of schools increased the duration of lessons for certain subjects within their school timetables. Among these schools, 22.0% were secondary schools while only 2.0% were primary schools.

3.3.17 Interdisciplinary learning: Among the schools that provided learning support for

NCS students in subjects other than Chinese, 34.3% of the schools carried out interdisciplinary learning.

- 3.3.18 Before/after-school tutorial class(es): Among the schools that provided learning support for NCS students in subjects other than Chinese, 88.7% of the schools offered before/after-school tutorial class(es).
- 3.3.19 Other learning support: Among the schools that provided NCS students with learning support in subjects other than Chinese, 4.5% provided other learning support, including adapted examination papers – which allowed NCS students to answer in English for certain subjects – Chinese read-aloud groups and translated notices assisted by teachers.

Table 33: Learning support provided by schools that admitted fewer NCS students in subjects other than Chinese

Learning support	All schools	Primary schools	Secondary schools
Using English as medium of instruction in other subjects			
Yes	10.1%	3.9%	19.5%
No	66.9%	88.2%	34.1%
Undecided	2.9%	0.0%	7.3%
Not applicable	20.1%	7.8%	39.0%
Using adapted textbooks and teaching materials			
Yes	15.1%	5.9%	29.3%
No	76.5%	88.2%	58.5%
Undecided	8.4%	5.9%	12.2%
Recruiting ethnic minority teaching assistants			
Yes	6.2%	3.9%	9.8%
No	93.8%	96.1%	90.2%
Lengthening duration of lessons for certain subjects within school timetable			
Yes	9.8%	2.0%	22.0%
No	89.0%	96.1%	78.0%
Undecided	1.2%	2.0%	0.0%
Interdisciplinary learning			
Yes	34.3%	39.2%	26.8%
No	60.4%	56.9%	65.9%
Undecided	5.3%	3.9%	7.3%
Before/after-school tutorial class(es)			
Yes	88.7%	94.1%	80.5%
No	10.3%	5.9%	17.1%
Undecided	1.0%	0.0%	2.4%
Other learning support			
Yes	4.5%	5.9%	2.4%
No	95.5%	94.1%	97.6%

[Q: D3a-g]

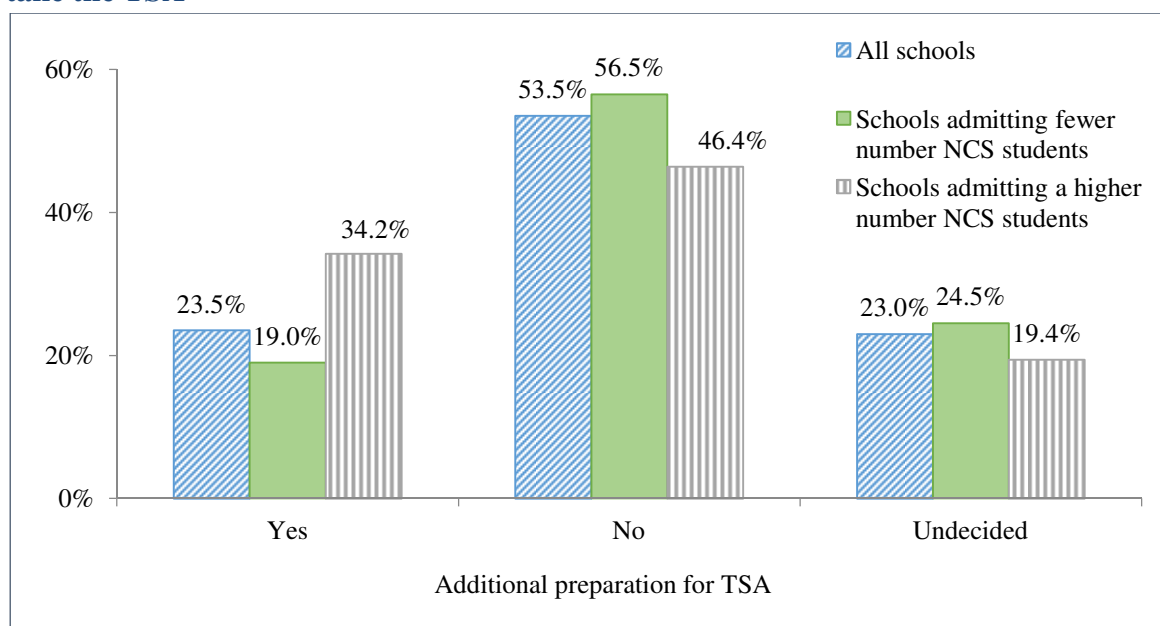
3.4 Territory-wide System Assessment/Public Examinations: General situation among NCS students

3.4.1 This section focuses on the general situation students face with regard to the Territory-wide System Assessment (TSA) and public examinations in schools that admit NCS students.

TSA

3.4.2 Overall, 23.5% of the schools offered additional preparation for NCS students in order to take the TSA, while 56.5% did not offer this support and 23.0% were undecided. Analysed by the number of NCS students these schools admitted, 34.2% of the schools that admitted a higher number of NCS students offered additional preparation. This figure is significantly higher than the schools that admitted fewer NCS students (19.0%).

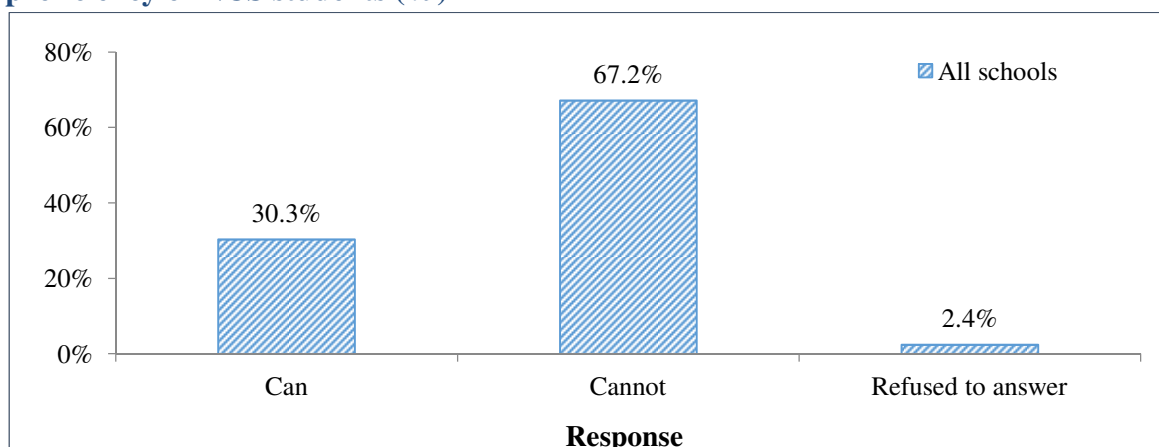
Figure 34: Whether or not schools provided additional support for NCS students to take the TSA



[Q: E1]

3.4.3 Overall, 67.2% of the schools felt that the TSA's Chinese assessment cannot effectively assess the Chinese proficiency of NCS students, while 30.3% of the schools perceived that it could.

Figure 35: Whether the TSA’s Chinese assessment can effectively assess the Chinese proficiency of NCS students (%)



[Q: E2]

3.4.4 Regarding why schools felt that the TSA’s Chinese assessment cannot effectively assess NCS students’ Chinese proficiency, 91.8% indicated that ‘the examination papers are too advanced to determine NCS students’ proficiency’ while 66.6% expressed that ‘it is difficult for NCS students to understand and answer questions related to Chinese culture in the assessment papers’. Moreover, 34.9% pointed out that ‘NCS students are not used to preparing for the TSA and so they take longer to finish questions within the time limit’. A further 3.5% of respondents brought up other reasons, including ‘the curriculum is already packed as it is, so it is difficult for NCS students to handle everything at the same time’ and ‘the Chinese assessment’s level of difficulty differs from the regular curriculum’.

Table 36: Reasons why the TSA’s Chinese assessment cannot effectively assess NCS students’ Chinese proficiency

Reasons	All schools
The examination papers are too advanced to determine NCS students’ proficiency level	91.8%
It is difficult for NCS students to understand and answer questions related to Chinese culture in the assessment papers	66.6%
NCS students are not used to preparing for the TSA, and so they take longer to finish questions within the time limit.	34.9%
Other reasons	3.5%

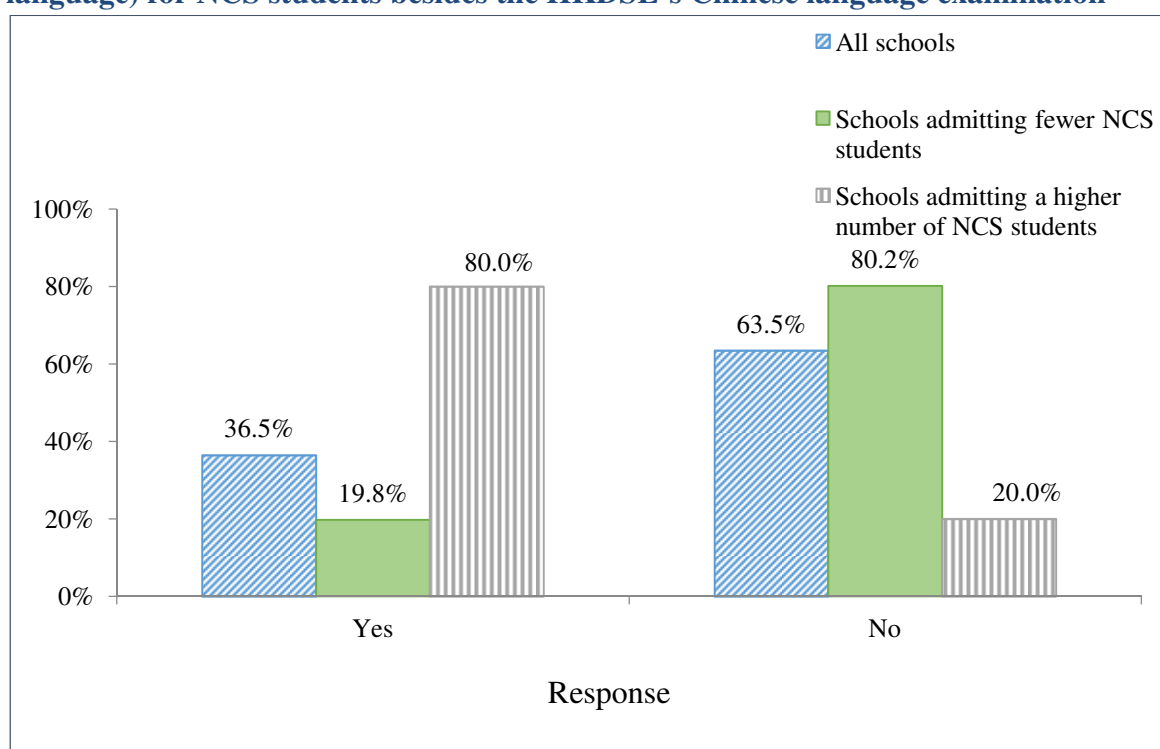
[Q: E2a][Multiple selection]

Public examinations

3.4.5 This section focuses on the situation students face with regard to taking public examinations (Chinese language) in schools that admit NCS students.

3.4.6 Apart from the Chinese language examination in the HKDSE, 36.5% of schools submitted entries for other public examinations (such as GCSE, GCE) for NCS students. Analysed by the number of NCS students admitted, 80.0% of the schools that admitted a higher number of NCS students submitted entries for other examinations. This figure is much higher than that of the schools that admitted fewer NCS students (19.8%).

Figure 37: Whether schools submitted entries for other public examinations (Chinese language) for NCS students besides the HKDSE's Chinese language examination



[Q: E3]

3.4.7 During the 2013/14 school year, about a quarter of the secondary schools (25.3%) had Secondary 3 NCS students. Among these NCS students, about a quarter of them (25.3%) took the GCSE.

Table 38: Situation among Secondary 3 NCS students who took the GCSE in the 2013/14 school year

Whether the schools had Secondary 3 NCS students	Secondary schools
Yes	25.3%
No	74.7%
Percentage of Secondary 3 NCS students who took the GCSE out of the total number of Secondary 3 NCS students	
Yes	25.3%
No	74.7%

[Q: E4a]

3.4.8 In the 2013/14 school year, about half of the secondary schools (51.2%) had Secondary 4 NCS students. Among these students, 53.2% took the GCSE.

Table 39: Situation among Secondary 4 NCS students who took the GCSE in the 2013/14 school year

Whether the schools had Secondary 4 NCS students	Secondary schools
Yes	51.2%
No	48.8%
Percentage share of Secondary 4 NCS students who took the GCSE out of the total number of Secondary 4 NCS students	
Yes	53.2%
No	46.8%

[Q: E4b]

3.4.9 In the 2013/14 school year, 56.9% of the secondary schools had Secondary 5 NCS students. Among these students, 65.0% took the GCSE. Furthermore, 14.8% took the GCE-AS and 15.0% took the GCE-AL.

Table 40: Situation among Secondary 5 NCS students who took the GCSE, GCE-AS and GCE-AL in the 2013/14 school year

Whether the school had Secondary 5 NCS students	Secondary schools		
Yes	51.2%		
No	48.8%		
Percentage of Secondary 5 NCS students who took the public examinations out of the total number of Secondary 5 NCS students	GCSE	GCE-AS	GCE-AL

Yes	65.0%	14.8%	15.0%
No	35.0%	85.2%	85.0%

[Q: E4c-e]

3.4.10 In the 2013/14 school year, 26.5% of the secondary schools had Secondary 6 NCS students. Among these students, 5.6% took the HKDSE.

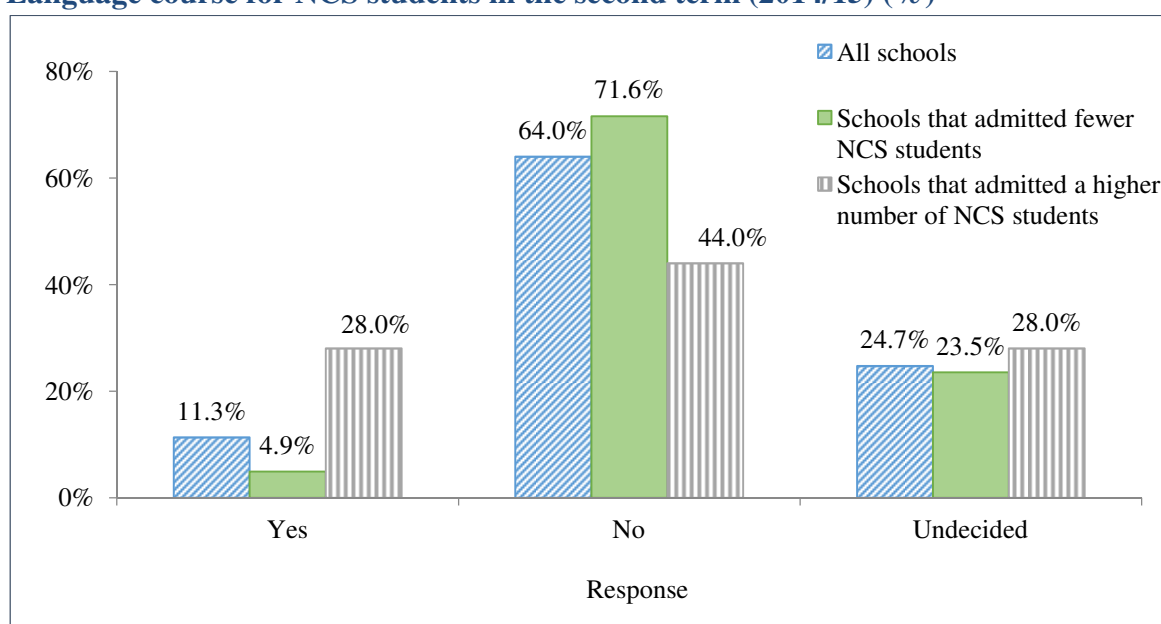
Table 41: Situation among Secondary 6 NCS students who took the HKDSE in the 2013/14 school year

Whether the school had Secondary 6 NCS students	Secondary schools
Yes	26.5%
No	73.5%
Percentage share of Secondary 6 NCS students sitting for the HKDSE out of the total number of Secondary 6 NCS students	
Yes	5.6%
No	94.4%

Response to offering Applied Learning – Chinese Language

3.4.11 Among the secondary schools that admitted NCS students, 11.3% of them planned to offer an Applied Learning – Chinese Language course for NCS students in the second term in 2014/15, 64.0% did not and 24.7% were undecided. Analysed by the number of NCS students these secondary schools admitted, 28.0%, which admitted a higher number of NCS students, planned to offer an Applied Learning – Chinese Language course. This figure is far higher than that of the secondary schools that admitted fewer NCS students (4.9%).

Figure 42: Whether secondary schools planned to offer Applied Learning – Chinese Language course for NCS students in the second term (2014/15) (%)



[Q: E5]

3.4.12 Among the secondary schools that planned to offer an Applied Learning course in the second term of the 2014/15 school year, 74.5% indicated that they planned to do this so that ‘students can learn more Chinese for the workplace’. Furthermore, 66.6% expressed that they did this so that ‘results from this subject could become an alternative qualification that the government and employers recognise’, while 59.8% pointed out that ‘results from this subject could become an alternative qualification that can be used for local university admissions’. Moreover, 48.9% indicated that doing this could help ‘students obtain a higher qualification in Chinese’ while 4.9% of the secondary schools said that they planned to offer Applied Learning for other reasons, such as to ‘keep in line with government policies’.

Table 43: Reasons secondary schools planned to offer Applied Learning – Chinese Language in the second term (2014/15) (%)

Reasons	Secondary schools
Students can learn more Chinese for the workplace	74.5%
Results from this subject could become an alternative qualification that the government and employers recognise	66.6%
Results from this subject could become an alternative qualification that can be used for local universities admissions	59.8%
Students can obtain a higher qualification in Chinese	48.9%
Other reasons	4.9%

[Q: E6a][Multiple selection]

3.4.13 Regarding the reasons why some secondary schools planned not to offer an Applied Language – Chinese Language course, 39.2% indicated that they chose not to because they ‘do not know much about it nor how widely recognised it is among employers’, while 20.4% said that ‘there was insufficient time to prepare as there were only two months between the announcement of the course and when it actually starts’. Moreover, 19.5% felt that ‘there were an insufficient number of NCS students, so the school decided not to offer the course’, while 14.0% expressed that ‘there were no Secondary 5 NCS students’.

Table 44: Reasons secondary schools planned not to offer Applied Learning – Chinese Language course in the second term (2014/15) (%)

Reasons	Secondary schools
Do not know much about it nor how widely recognised it is among employers.	39.2%
There was insufficient time to prepare as there were only two months between the announcement of the course and when it actually starts.	20.4%
There were an insufficient number of NCS students, so the school decided not to offer the course	19.5%
There were no Secondary 5 NCS students	14.0%
The administration involved in offering this course is very complicated	9.2%
The Chinese proficiency of our NCS students meet the mainstream language standard	8.7%
The course content is not too applicable to the workplace	5.1%
Most of the NCS students in our school are unable to meet the standards of the course’s entrance examination	5.1%
The NCS students in our school are not interested in the course	1.7%

[Q: E6b][Multiple selection]

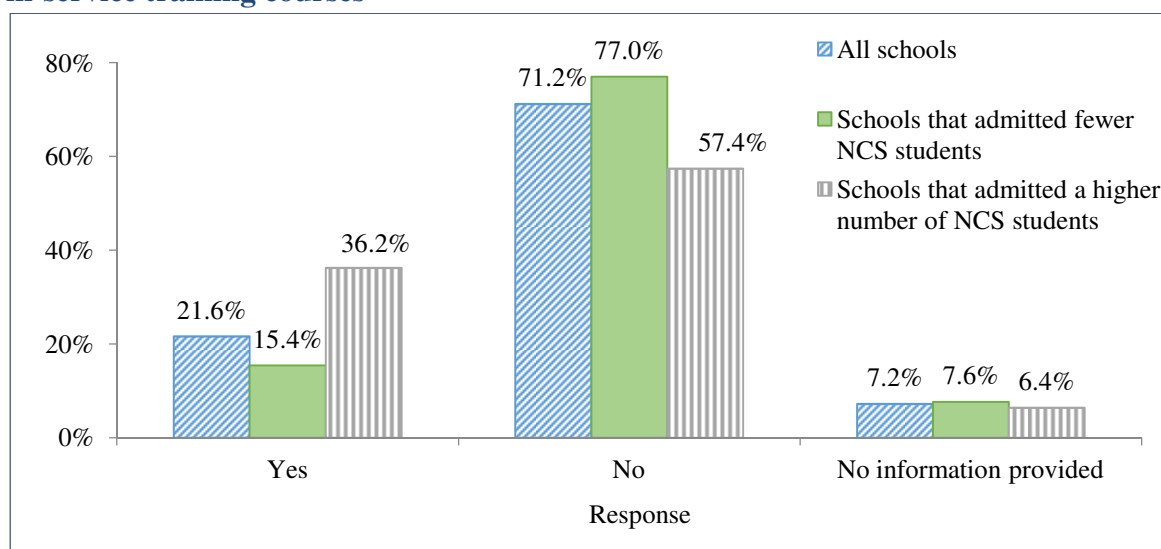
3.5 *Teacher Professional Development*

3.5.1 This section focuses on Teacher Professional Development within schools that have NCS students.

3.5.2 A total of 21.6% of the schools indicated that their teachers who taught NCS students Chinese took short-term in-service training courses while 71.2%

indicated that their teachers did not, and 7.2% refused to answer. Analysed by the number of NCS students admitted, 36.2% of the schools that admitted a higher number of NCS students had teachers take short-term in-service training courses. This figure is far higher than that of the schools that admitted fewer NCS students (15.4%).

Figure 45: Whether the teachers who taught NCS students Chinese took short-term in-service training courses



[Q: F1]

3.5.3 A considerable number of schools indicated that their teachers took short-term in-service courses offered by the Hong Kong Institute of Education (34.4%), the University of Hong Kong (13.1%) and other institutes (14.7%). It should be mentioned that care should be taken when interpreting these figures as up to 30.0% of schools did not provide information regarding this question.

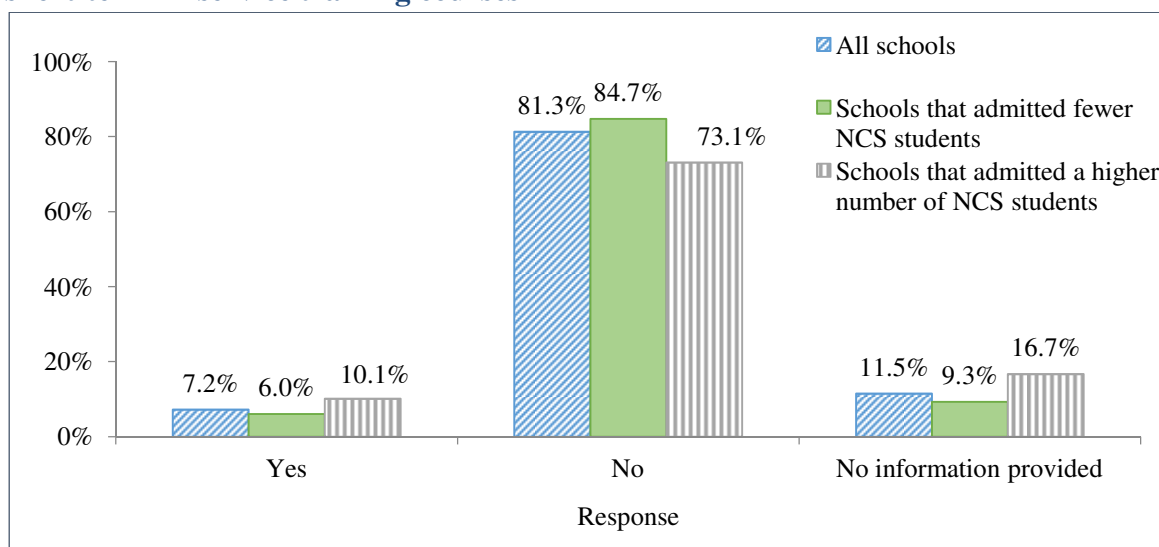
Table 46: Institutes in which the teachers who taught NCS students Chinese took short-term in-service training courses

Institute	All schools
The Hong Kong Institute of Education	34.4%
The University of Hong Kong	13.1%
The Chinese University of Hong Kong	5.1%
Hong Kong Baptist University	1.9%
The Hong Kong Polytechnic University	1.5%
Other institutes	14.7%
No information provided	30.0%

[Q: F1a]

3.5.4 A total of 7.2% of the schools indicated that their teachers who taught NCS students non-Chinese subjects in school took short-term in-service training courses while 81.3% indicated that their teachers did not, and 11.5% provided no information on this question.

Figure 47: Whether the teachers who taught NCS students non-Chinese subjects took short-term in-service training courses



[Q: F2]

3.5.5 Of the schools whose teachers took short-term in-service training courses, a considerable number took up these courses at the Hong Kong Institute of Education (37.5%) and other institutes (18.0%). It should be mentioned that care should be taken when interpreting these figures as up to 41.0% of schools did not provide information regarding this question.

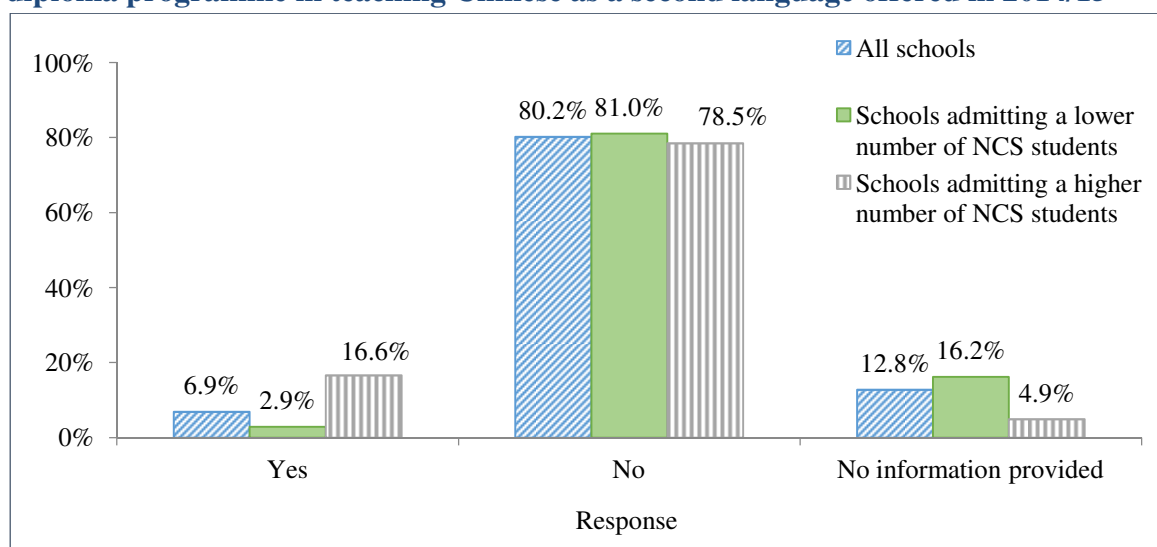
Table 48: Institutes in which the teachers who taught NCS students non-Chinese subjects took short-term in-service training courses

Institute	All schools
The Hong Kong Institute of Education	37.5%
The University of Hong Kong	3.5%
Other institutes	18.0%
No information provided	41.0%

[Q: F2a]

3.5.6 A total of 6.9% of the schools indicated that their teachers enrolled in master's or postgraduate diploma programmes in teaching Chinese as a second language', which were offered in 2014/15 while 80.2% indicated that their teachers did not, and 12.8% provided no information on this question.

Figure 49: Whether the teachers in schools enrolled in a master’s or postgraduate diploma programme in teaching Chinese as a second language offered in 2014/15



[Q: F3]

3.5.7 Of the schools whose teachers enrolled in a master’s or postgraduate programme in teaching Chinese as a second language, a considerable number of schools indicated that their teachers took up a MEd (Teaching Chinese as a Second Language) at the University of Hong Kong (45.7%) or an MA in Teaching Chinese as a Foreign Language at the Hong Kong Polytechnic University (26.2%). It should be mentioned that care should be taken when interpreting these figures as up to 24.5% of schools did not provide information regarding this question.

Table 50: Master’s or graduate diploma programmes in which teachers enrolled

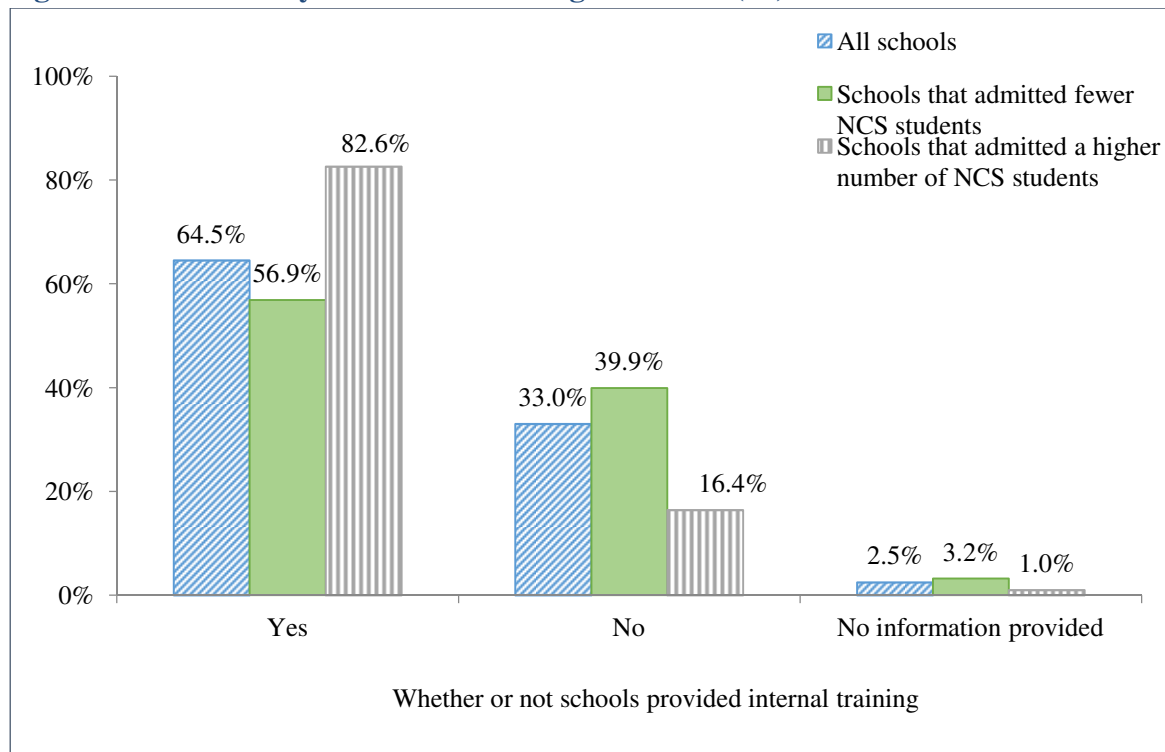
Master’s or graduate diploma programmes	All schools
MEd (Teaching Chinese as a Second Language) at the University of Hong Kong	45.7%
MA in Teaching Chinese as a Foreign Language at the Hong Kong Polytechnic University	26.2%
Postgraduate Diploma (PgD) in Teaching Chinese as a Foreign Language at the Hong Kong Polytechnic University	3.6%
No information provided	24.5%

[Q: F3a]

3.5.8 Overall, 64.5% of the schools offered internal training (such as peer lesson observation, collaborative lesson preparation and teaching experience sharing)

while 33.0% did not, and 16.4% provided no information regarding this question. A total of 82.6% of the schools that admitted a higher number of NCS students offered internal training. This figure is higher than that of schools that admitted fewer NCS students (56.9%).

Figure 51: Availability of internal training in schools (%)



[Q: F4]

3.6 Views on the Chinese Language Curriculum Second Language Learning Framework

3.6.1 This section focuses on respondents' views on the effectiveness of the Chinese Language Curriculum Second Language Learning Framework (the Learning Framework), extra funding and the government's consultation.

Views on the effectiveness of the Learning Framework

3.6.2 Among the schools that admitted a higher number of NCS students, 43.4% indicated that the Learning Framework was quite helpful or very helpful in setting curriculum objectives. Conversely, 13.6% considered it to be not too helpful or not helpful at all in setting curriculum objectives.

Table 52: Helpfulness of the Learning Framework in setting curriculum objectives (among schools that admitted a higher number of NCS students) (%)

Level of helpfulness	All schools	Primary schools	Secondary schools
Very helpful	8.4%	8.8%	8.0%
Quite helpful	35.0%	29.8%	42.0%
Moderately helpful	39.0%	45.6%	30.0%
Not too helpful	8.3%	7.0%	10.0%
Not helpful at all	5.3%	1.8%	10.0%
Unsure	4.0%	7.0%	0.0%

[Q: G1a]

3.6.3 Among the schools that admitted fewer NCS students, 28.9% indicated that the Learning Framework was quite helpful or very helpful in setting curriculum objectives while 8.7% considered it to be not too helpful or not helpful at all. It is noteworthy to mention that 37.5% of these schools expressed that they were unsure about the Learning Framework’s helpfulness in this area.

Table53: Helpfulness of the Learning Framework in setting curriculum objectives (among schools that admitted fewer NCS students) (%)

Level of helpfulness	All schools	Primary schools	Secondary schools
Very helpful	3.2%	2.7%	3.7%
Quite helpful	25.7%	26.7%	24.7%
Moderately helpful	24.9%	24.0%	25.9%
Not too helpful	5.0%	4.0%	6.2%
Not helpful at all	3.7%	2.7%	4.9%
Unsure	37.5%	40.0%	34.6%

[Q: G1a]

3.6.4 Among the schools that admitted a higher number of NCS students, 36.7% indicated that the Learning Framework was quite helpful or very helpful in providing suitable textbooks and teaching materials. Conversely, 19.5% considered it to be not too helpful or not helpful at all in providing suitable

textbooks and teaching materials.

Table 54: Helpfulness of the Learning Framework in providing suitable textbooks and teaching materials (among schools that admitted a higher number of NCS students) (%)

Level of helpfulness	All schools	Primary schools	Secondary schools
Very helpful	4.4%	1.8%	8.0%
Quite helpful	32.3%	28.1%	38.0%
Moderately helpful	38.0%	43.9%	30.0%
Not too helpful	15.6%	12.3%	20.0%
Not helpful at all	3.9%	5.3%	2.0%
Unsure	5.9%	8.8%	2.0%

[Q: G1b]

3.6.5 Among the schools that admitted fewer NCS students, 30% indicated that the Learning Framework was quite helpful or very helpful in providing suitable textbooks and teaching materials while 11.3% considered it to be not too helpful or not helpful at all. It is noteworthy to mention that 37.5% of these schools expressed were unsure of its helpfulness in this area.

Table 55: Helpfulness of the Learning Framework in providing suitable textbooks and teaching materials (among schools that admitted fewer NCS students) (%)

Level of helpfulness	All schools	Primary schools	Secondary schools
Very helpful	4.4%	4.0%	4.9%
Quite helpful	25.6%	25.3%	25.9%
Moderately helpful	21.2%	21.3%	21.0%
Not too helpful	8.3%	8.0%	8.6%
Not helpful at all	3.0%	1.3%	4.9%
Unsure	37.5%	40.0%	34.6%

[Q: G1b]

3.6.6 Among the schools that admitted a higher number of NCS students, 37.1% indicated that the Learning Framework was quite helpful or very helpful in terms of providing students with worksheets, homework and exercises. Conversely, 24.0% considered it to be not too helpful or not helpful at all.

Table 56: Helpfulness of the Learning Framework in terms of providing students with worksheets, homework and exercises (among schools that admitted a higher number of NCS students) (%)

Level of helpfulness	All schools	Primary schools	Secondary schools
Very helpful	3.6%	1.8%	6.0%
Quite helpful	33.5%	31.6%	36.0%
Moderately helpful	31.1%	33.3%	28.0%
Not too helpful	18.4%	15.8%	22.0%
Not helpful at all	5.6%	5.3%	6.0%
Unsure	7.9%	12.3%	2.0%

[Q: G1c]

3.6.7 Among the schools that admitted fewer NCS students, 28.8% indicated that the Learning Framework was quite helpful or very helpful in terms of providing students with worksheets, homework and exercises while 12.4% considered it to be not too helpful or not helpful at all. It is noteworthy to mention that 39.3% of these schools expressed that they are unsure of the Learning Framework's helpfulness in this area.

Table 57: Helpfulness of the Learning Framework in terms of providing students with worksheets, homework and exercises (among schools that admitted fewer NCS students) (%)

Level of helpfulness	All schools	Primary schools	Secondary schools
Very helpful	5.6%	4.0%	7.4%
Quite helpful	23.2%	24.0%	22.2%
Moderately helpful	19.4%	21.3%	17.3%
Not too helpful	10.0%	8.0%	12.3%
Not helpful at all	2.4%	1.3%	3.7%
Unsure	39.3%	41.3%	37.0%

[Q: G1c]

3.6.8 Among the schools that admitted a higher number of NCS students, 34.0% indicated that the Learning Framework was quite helpful or very helpful in terms of designing teaching approaches and teaching activities. Conversely, 22.0% considered it to be not too helpful or not helpful at all in designing teaching methods and learning activities.

Table 58: Helpfulness of the Learning Framework in terms of designing teaching approaches and activities (among schools that admitted a higher number of NCS students) (%)

Level of helpfulness	All schools	Primary schools	Secondary schools
Very helpful	4.7%	5.3%	4.0%
Quite helpful	29.3%	22.8%	38.0%
Moderately helpful	35.1%	40.4%	28.0%
Not too helpful	18.4%	15.8%	22.0%
Not helpful at all	3.6%	1.8%	6.0%
Unsure	8.9%	14.0%	2.0%

[Q: G1d]

3.6.9 Among the schools that admitted a higher number of NCS students, 19.3% indicated that the Learning Framework was quite helpful or very helpful in terms of designing teaching approaches and teaching activities while 9.9% considered it to be not too helpful or not helpful at all. It is noteworthy to mention that 40.6% of these schools expressed that they were unsure of the Learning Framework's helpfulness in this area.

Table 59: Helpfulness of the Learning Framework in terms of designing teaching approaches and activities (among schools that admitted fewer NCS students) (%)

Level of helpfulness	All schools	Primary schools	Secondary schools
Very helpful	4.4%	4.0%	4.9%
Quite helpful	14.9%	16.0%	13.6%
Moderately helpful	30.2%	30.7%	29.6%
Not too helpful	8.0%	5.3%	11.1%
Not helpful at all	1.9%	1.3%	2.5%
Unsure	40.6%	42.7%	38.3%

[Q: G1d]

3.6.10 Among the schools that admitted a higher number of NCS students, 32.4% indicated that the Learning Framework was quite helpful or very helpful in terms of catering to students' individual learning differences. Conversely, 21.8% considered it to be not too helpful or not helpful at all in terms of catering to students' individual differences.

Table 60: Helpfulness of the Learning Framework in terms of catering to students' individual learning differences (among schools that admitted a higher number of NCS students) (%)

Level of helpfulness	All schools	Primary schools	Secondary schools
Very helpful	4.7%	5.3%	4.0%
Quite helpful	27.7%	24.6%	32.0%
Moderately helpful	38.7%	42.1%	34.0%
Not too helpful	17.4%	14.0%	22.0%
Not helpful at all	4.4%	1.8%	8.0%
Unsure	7.1%	12.3%	0.0%

[Q: G1e]

3.6.11 Among the schools that admitted fewer NCS students, 21.4% indicated that the Learning Framework was quite helpful or very helpful in terms of catering to students' individual learning differences while 13.5% considered it to be not too helpful or not helpful at all. It is noteworthy that 43.1% of these schools expressed that they were unsure of the Learning Framework's helpfulness in this area.

Table 61: Helpfulness of the Learning Framework in terms of catering to students' individual learning differences (among schools that admitted fewer NCS students) (%)

Level of helpfulness	All schools	Primary schools	Secondary schools
Very helpful	3.2%	2.7%	3.7%
Quite helpful	18.2%	14.7%	22.2%
Moderately helpful	22.1%	30.7%	12.3%
Not too helpful	9.9%	6.7%	13.6%
Not helpful at all	3.6%	1.3%	6.2%
Unsure	43.1%	44.0%	42.0%

[Q: G1e]

3.6.12 Among the schools that admitted a higher number of NCS students, 31.6% indicated that the Learning Framework was quite helpful or very helpful in bridging the gap as students transition into the mainstream Chinese language curriculum. Conversely, 22.9% considered it to be not too helpful or not helpful at all in this area.

Table 62: Helpfulness of the Learning Framework in bridging into the mainstream Chinese Language curriculum (among schools that admitted a higher number of NCS students) (%)

Level of helpfulness	All schools	Primary schools	Secondary schools
Very helpful	2.9%	3.5%	2.0%
Quite helpful	28.7%	26.3%	32.0%
Moderately helpful	37.5%	38.6%	36.0%
Not too helpful	14.9%	14.0%	16.0%
Not helpful at all	8.0%	3.5%	14.0%
Unsure	8.1%	14.0%	0.0%

[Q: G1f]

3.6.13 Among the schools that admitted fewer NCS students, 16.6% indicated that the Learning Framework was quite helpful or very helpful in terms of bridging into the mainstream Chinese language curriculum while 12.7% considered it to be not too helpful or not helpful at all. It is noteworthy to mention that 40.5% of these schools expressed that they were unsure of the Learning Framework's helpfulness in this area.

Table 63: Helpfulness of the Learning Framework in bridging into the mainstream Chinese Language curriculum (among schools that admitted fewer NCS students) (%)

Level of helpfulness	All schools	Primary schools	Secondary schools
Very helpful	3.4%	5.3%	1.2%
Quite helpful	13.2%	10.7%	16.0%
Moderately helpful	30.2%	36.0%	23.5%
Not too helpful	6.7%	4.0%	9.9%
Not helpful at all	6.0%	2.7%	9.9%
Unsure	40.5%	41.3%	39.5%

[Q: G1f]

3.6.14 Among the schools that admitted a higher number of NCS students, 39.7% indicated that the Learning Framework was quite helpful or very helpful in terms of boosting students' Chinese proficiency. Conversely, 16.1% considered it to be not too helpful or not helpful at all in this area.

Table 64: Helpfulness of the Learning Framework in terms of boosting students' Chinese proficiency (among schools that admitted a higher number of NCS students) (%)

Level of helpfulness	All schools	Primary schools	Secondary schools
Very helpful	2.7%	1.8%	4.0%
Quite helpful	37.0%	33.3%	42.0%
Moderately helpful	38.1%	45.6%	28.0%
Not too helpful	11.5%	5.3%	20.0%
Not helpful at all	4.6%	3.5%	6.0%
Unsure	6.0%	10.5%	0.0%

[Q: G1g]

3.6.15 Among the schools that admitted fewer NCS students, 20.0% indicated that the Learning Framework was quite helpful or very helpful in terms of boosting the Chinese proficiency of the students, while 8.1% considered it to be not too helpful or not helpful at all. It is noteworthy to mention that 41.3% of the schools that admitted fewer NCS students expressed that they were unsure of the Learning Framework's helpfulness in this area.

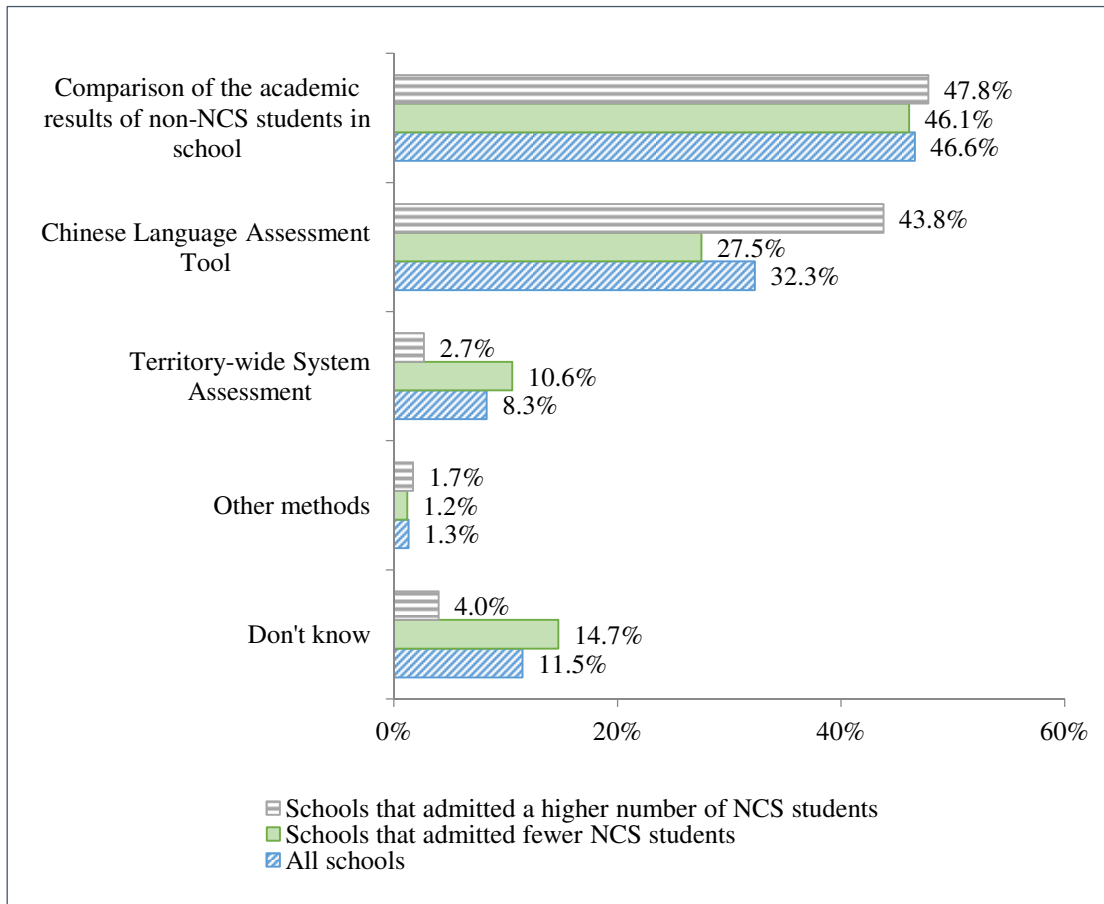
Table 65: Helpfulness of the Learning Framework in boosting students' Chinese proficiency (among schools that admitted fewer NCS students) (%)

Level of helpfulness	All schools	Primary schools	Secondary schools
Very helpful	1.2%	0.0%	2.5%
Quite helpful	18.8%	14.7%	23.5%
Moderately helpful	30.7%	36.0%	24.7%
Not too helpful	4.9%	2.7%	7.4%
Not helpful at all	3.2%	2.7%	3.7%
Unsure	41.3%	44.0%	38.3%

[Q: G1g]

3.6.16 A total of 46.6% of the schools that admitted NCS students felt that the best way to assess the effectiveness of the Learning Framework in supporting NCS students' Chinese language learning was to 'compare the academic results of Non-Chinese speaking students in school'. Furthermore, 32.3% felt that it was best to use the 'Chinese Language Assessment Tool' while 8.3% felt that the Territory-wide System Assessment (TSA) was the best way to assess the Learning Framework's effectiveness. Moreover, 1.3% mentioned other methods, including comparing students' results with that of NCS students from other schools, and an assessment and public examination encompassing the concept of Chinese as a second language. Overall, 11.5% of respondents were unsure.

Figure 66: Best way to assess the effectiveness of the Learning Framework in terms of supporting NCS students' Chinese learning (%)

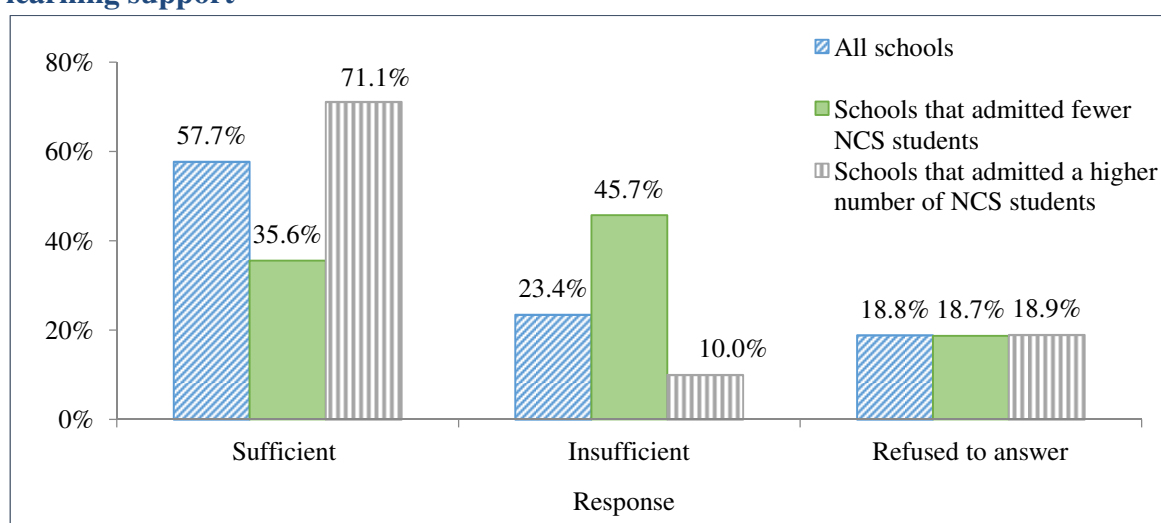


[Q:

Extra funding

3.6.17 Among the schools that admitted NCS students, 47.4% of the schools were offered extra funding from the Education Bureau. Among these schools, 57.7% felt that the amount they received was sufficient to provide students with learning support while 23.4% felt that it was insufficient; 18.8% refused to answer. Overall, 45.7% of the schools that admitted fewer students felt that the amount of extra funding was insufficient. This figure is far higher than that of the schools that admitted a higher number of NCS students (10.0%).

Figure 67: Whether the extra funding offered to schools was sufficient to provide learning support



[Q: G2]

3.6.18 In total, 16.5% of the schools that admitted fewer NCS students felt that the amount of extra funding was insufficient. Among these schools, 12.2% suggested that the amount should be between \$100,000 and \$120,000; 5.0% felt that \$200,000 should be given in extra funding, and 11.1% opined that it should be \$300,000. Furthermore, 22.2% suggested that the amount should be \$400,000, while 17.3% felt that the amount of funding given should be \$50,000 per NCS student. Some schools also suggested that the amount should be offered based on the extra teaching staff recruited (5.0%) or the students' learning progress (6.1%).

Table 68: What schools that admit fewer NCS students feel is a sufficient amount of extra funding for schools to provide learning support (%)

Amount	Schools
\$100,000	6.1%
\$120,000	6.1%
\$200,000	5.0%
\$300,000	11.1%
\$400,000	22.2%
\$50,000 per NCS student	17.3%
Based on the extra teaching staff recruited	5.0%
Based on students' learning progress	6.1%
Refused to answer	21.0%

[Q: G3]

3.6.19 Overall, 10.0% of the schools that admitted a higher number of NCS students felt that the amount of extra funding provided was insufficient. Among these schools, 8.5% of the schools suggested the amount should be between \$1,000,000 and \$1,200,000, while 20.2% opined that it should be \$1,500,000 and 8.5% expressed that it should be \$3,000,000. It is important to mention that care should be taken when interpreting these figures as 54.3% of the schools refused to answer.

Table 69: What schools that admit a higher number of NCS students feel is a sufficient amount of extra funding for schools to provide learning support (%)

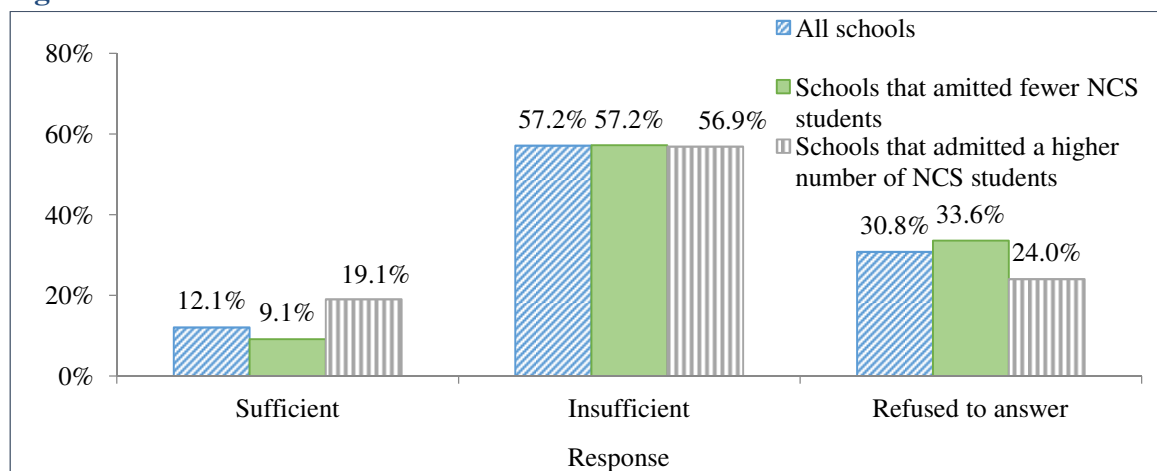
Amount	Schools
\$1,000,000	8.5%
\$1,200,000	8.5%
\$1,500,000	20.2%
\$3,000,000	8.5%
Refused to answer	54.3%

[Q: G3]

Government consultation

3.6.20 Concerning the consultation with the education sector when the government implemented the education policies related to the Chinese learning of NCS students, 12.1% of the schools opined that the consultation was sufficient whereas 57.2% felt that it was not. It is noteworthy to mention that the percentage of the schools that expressed no comment was quite high (30.8%), so care should be taken when interpreting these figures.

Figure 70: Whether the consultation with the education sector was sufficient



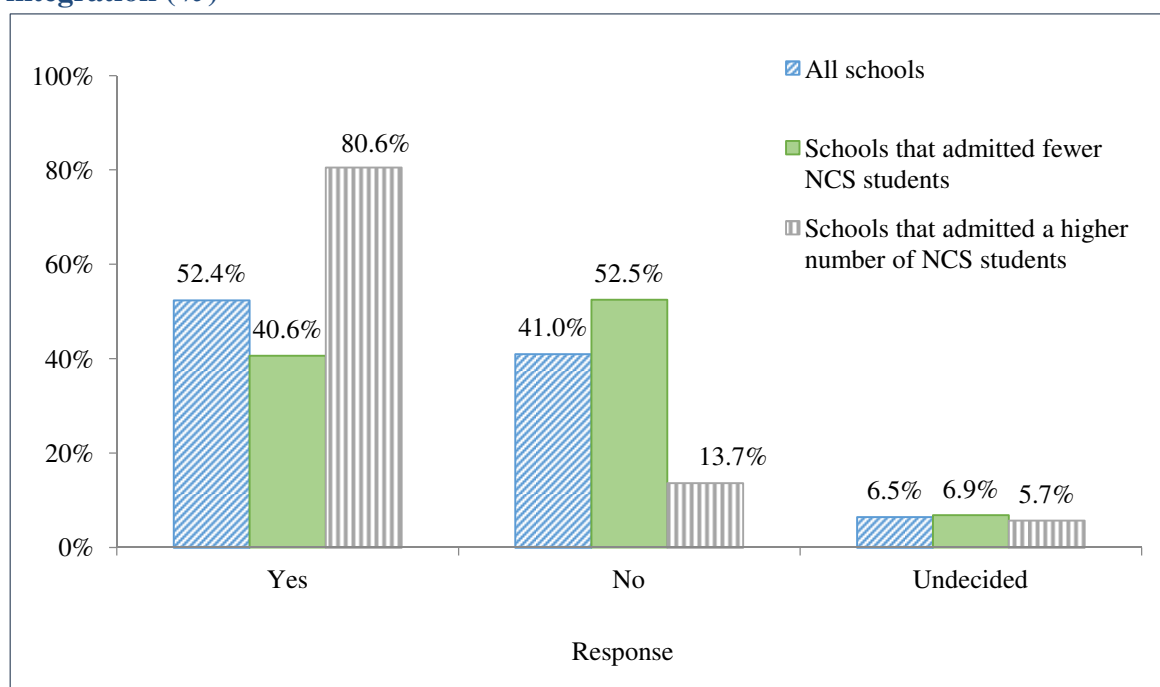
[Q: G5]

3.7 Special arrangements to facilitate cultural integration

3.7.1 This section focuses on the special arrangements the schools made to help facilitate NCS students' cultural integration.

3.7.2 Among the schools that admitted NCS students, 52.4% made special arrangements to facilitate mutual understanding and the exchange between Chinese speaking students and NCS students outside the classroom. On the contrary, 40.6% of the schools indicated they did not make special arrangements. Furthermore, 80.6% of the schools that admitted a higher number of NCS students made special arrangements in this regard, which was far higher than that of the schools that admitted fewer NCS students (40.6%).

Figure 71: Whether schools made special arrangements to facilitate cultural integration (%)



[Q: H1]

3.7.3 Paired reading programmes for NCS students and Chinese speaking students: Among the schools that made special arrangements, 66.3% offered paired reading programmes for NCS students and Chinese speaking students. Overall 77.1% of the schools that admitted fewer NCS students made this arrangement. This figure was significantly higher than that of the schools that admitted a higher number of NCS students.

3.7.4 Cultural Integration Day/Week: Among the schools that made special arrangements, 36.5% of the schools held a Cultural Integration Day/Week.

Furthermore, 45.6% of the schools that admitted a higher number of NCS students made this arrangement, while only 28.9% of schools that admitted fewer NCS students did this.

3.7.5 Ethnic minority community walk: Among the schools that made special arrangements, 20.1% of the schools organised community walks around ethnic minority communities.

3.7.6 Other arrangements: Among the schools that made special arrangements, 7.8% of the schools made other arrangements, such as holding educational camps, joining integration activities organised by NGOs, holding talks and group activities.

Table 72: Whether schools made special arrangements to facilitate cultural integration

Special arrangement	All schools	Schools that admitted fewer NCS students	Schools that admitted a higher number of NCS students
Paired reading programme with Chinese speaking students for NCS students			
Yes	66.3%	77.1%	53.4%
No	33.7%	22.9%	46.4%
Cultural Integration Day/Week			
Yes	36.5%	28.9%	45.6%
No	63.5%	71.1%	54.4%
Ethnic minority community walk			
Yes	20.1%	14.5%	26.9%
No	79.9%	85.5%	73.1%
Other arrangements			
Yes	7.8%	1.4%	15.5%
No	92.8%	98.6%	84.5%

[Q: H1a] [Multiple selection]

3.8 *External support*

- 3.8.1 This section focuses on the external support the schools that admitted NCS students receive.
- 3.8.2 Language Learning Support Section of Education Bureau Curriculum Development Institute: Among the schools that admitted NCS students, 30.4% of the schools sought for support from Language Learning Support Section of Education Bureau Curriculum Development Institute. A total of 47.6% of the schools that admitted a higher number of NCS students received this support – significantly higher than that of the schools that admitted fewer NCS students (23.2%).
- 3.8.3 School Support Partners (Seconded Teacher) Scheme (SSP): Among the schools that admitted NCS students, 8.9% of the schools participated in School Support Partners (Seconded Teacher) Scheme (SSP).
- 3.8.4 University-School Support Programme: Among the schools that admitted NCS students, 19.6% of the schools participated in a University-School Support Programme. Analysed by the number of NCS students, 34.0% of the schools that admitted a higher number of NCS students participated in this programme. This figure was significantly higher than that of the schools that admitted fewer NCS students (13.6%).

Table 73: External support schools receive (I) (%)

Type of external support	All schools	Schools that admitted fewer NCS students	Schools that admitted a higher number of NCS students
Language Learning Support Section of Education Bureau Curriculum Development Institute			
Yes	30.4%	23.2%	47.6%
No	63.3%	70.7%	45.6%
Not permitted by the Education Bureau	0.3%	0.0%	1.0%
Had not heard of such support	6.0%	6.1%	5.7%
School Support Partners (Seconded Teacher) Scheme (SSP)			
Yes	8.9%	4.7%	18.7%
No	84.4%	87.0%	78.4%
Not permitted by the Education Bureau	0.0%	0.0%	0.0%
Had not heard of such support	6.7%	8.3%	2.9%
University-School Support Programme			
Yes	19.6%	13.6%	34.0%
No	72.4%	77.9%	59.1%
Not permitted by the Education Bureau	0.8%	0.7%	1.0%
Had not heard of such support	7.2%	7.7%	5.9%

[Q: I1a-c]

3.8.5 Student Support Program for Non-Chinese Speaking Students from the University of Hong Kong: 22.3% of the schools that admitted NCS students participated in this programme.

3.8.6 Professional Development Schools (PDS) Scheme: 8.7% of the schools that admitted NCS students participated in this scheme. It is noteworthy to mention that 11.1% of the schools that admitted NCS students had not heard of this scheme.

3.8.7 Purchasing external support services: 28.9% of the schools that admitted NCS

students purchased external support services.

Table 74: External support schools receive (II) (%)

Type of external support	All schools	Schools that admitted fewer NCS students	Schools that admitted a higher number of NCS students
Student Support Program for Non-Chinese Speaking Students from the University of Hong Kong			
Yes	22.3%	20.2%	27.1%
No	71.5%	73.8%	66.2%
Not permitted by the Education Bureau	0.3%	0.0%	1.0%
Had not heard of such support	5.9%	6.0%	5.7%
Professional Development Schools (PDS) Scheme			
Yes	8.7%	7.3%	12.0%
No	80.2%	80.6%	79.4%
Not permitted by the Education Bureau	0.0%	0.0%	0.0%
Had not heard of such support	11.1%	12.2%	8.6%
Purchased external support services			
Yes	28.9%	26.0%	35.9%
No	67.1%	69.5%	61.3%
Not permitted by the Education Bureau	0.0%	0.0%	0.0%
Had not heard of such support	4.0%	4.4%	2.9%

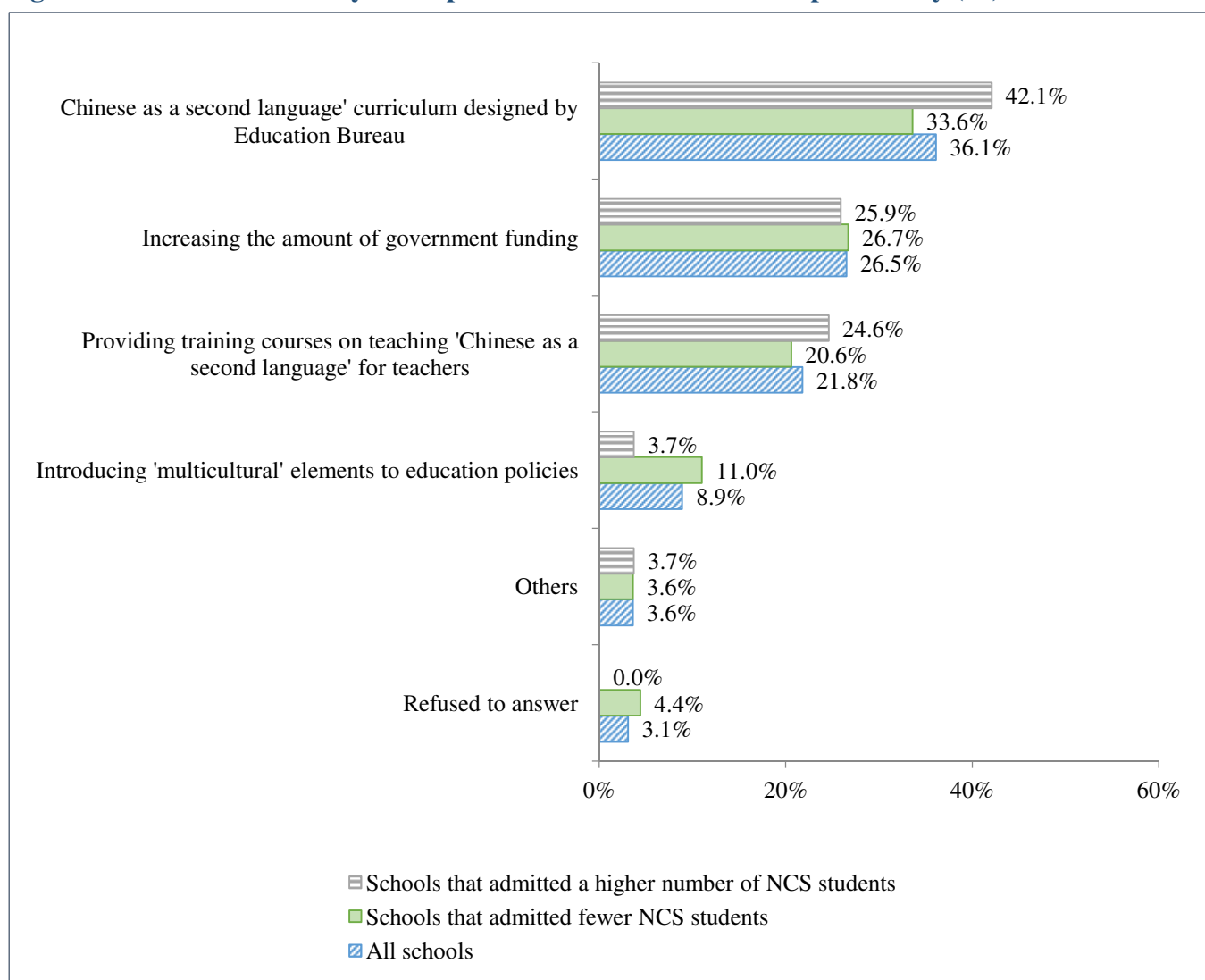
[Q: I1d-f]

3.9 Overall comments

3.9.1 This section focuses on the measures that the schools perceived to be the most effective in improving NCS students' Chinese proficiency.

3.9.2 Among the schools that admitted NCS students, 36.1% felt that the 'Chinese as a Second Language' curriculum designed by the Education Bureau was the most effective way to improve the Chinese proficiency of NCS students. A further 26.5% felt that increasing the amount of government funding was most effective, while 21.8% felt that providing training courses on teaching Chinese as a second language for teachers was best. Furthermore, 8.9% felt that introducing 'multicultural' elements in government education policies would be most effective.

Figure 75: Most effective ways to improve NCS students' Chinese proficiency (%)



[Q: J1]

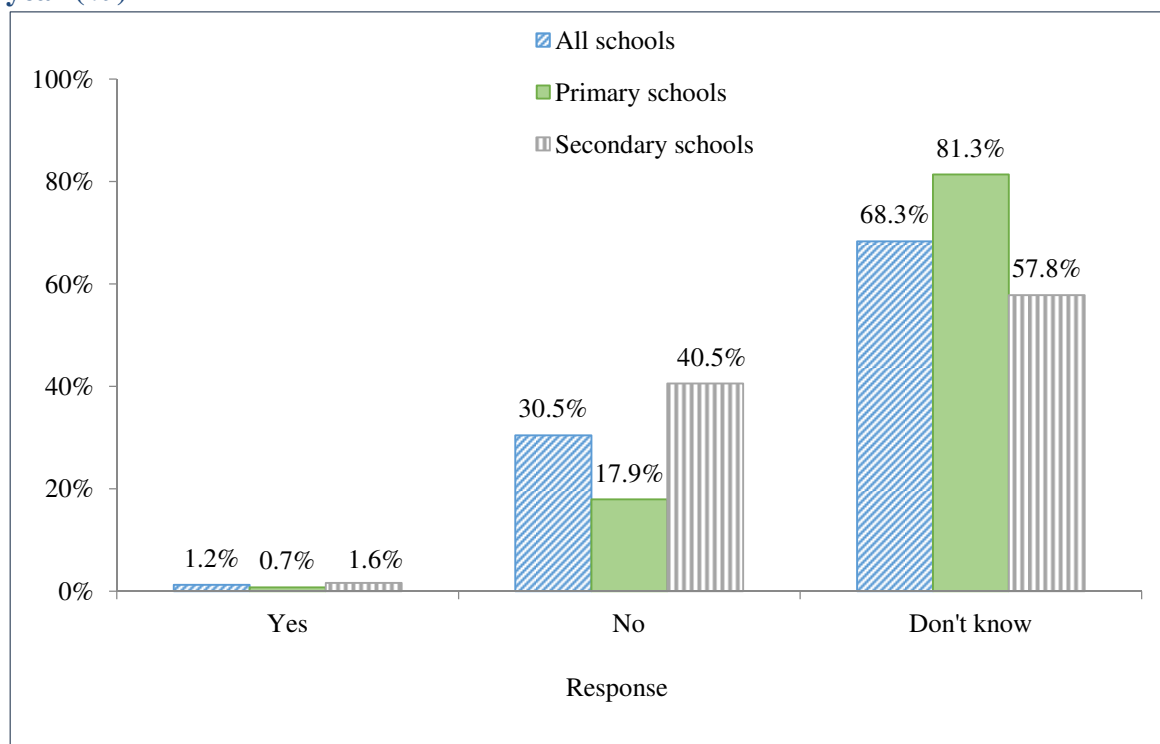
3.10 Preparation to admit NCS students

3.10.1 This section focuses on the schools that had not admitted NCS students, what measures were set in place to prepare to admit NCS students, if any measures were offered.

Whether the schools made preparations to admit NCS students

3.10.2 Among the schools that had not admitted NCS students, only 1.2% expected to admit NCS students in the coming school year. A further 30.5% expected that they would not admit NCS students in the coming school year and 68.3% did not know.

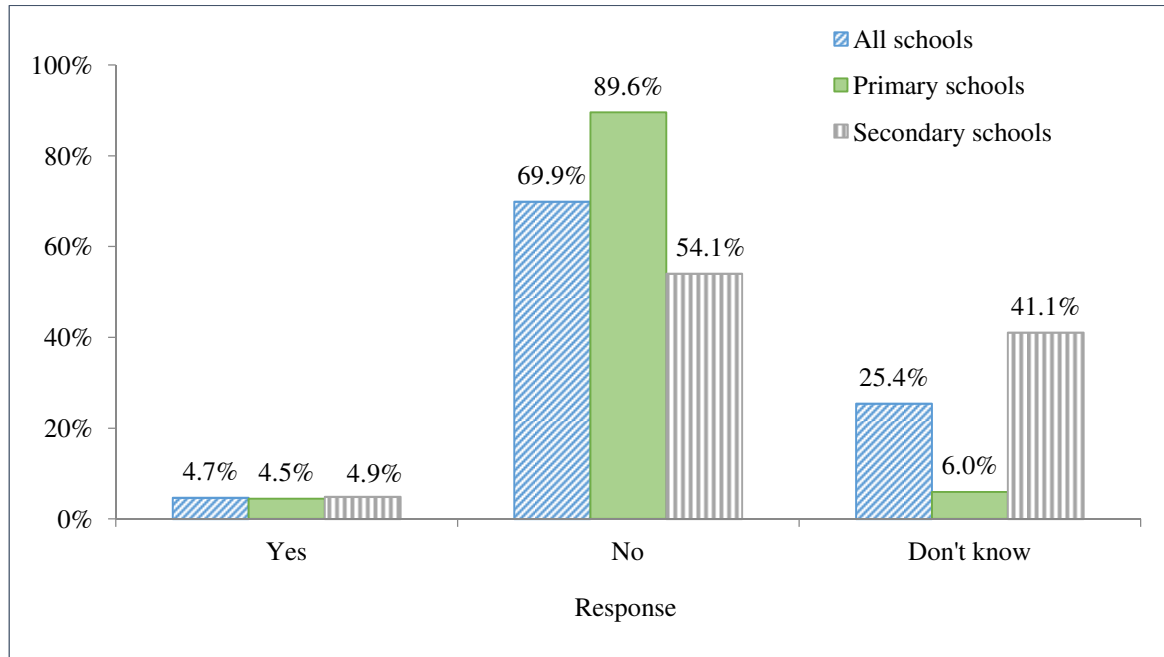
Figure 76: Whether the schools expected to admit NCS students in the coming school year (%)



[Q: K1]

3.10.3 Among the schools that had not admitted NCS students, only 4.7% planned to admit NCS students in the future, while 69.9% did not plan to do so and 25.4% did not know. A total of 89.6% of the primary schools did not plan to admit NCS students, which was higher than that of the secondary schools (54.1%).

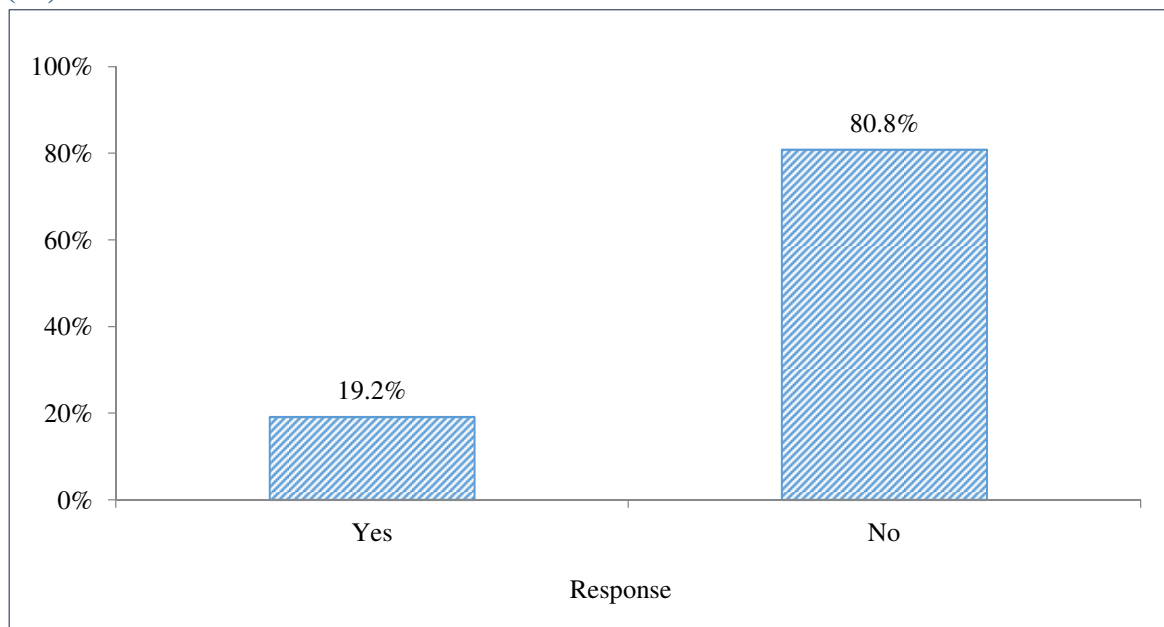
Figure 77: Whether the schools planned to admit NCS students in the future (%)



[Q: K2]

3.10.4 Among the schools that planned to admit NCS students in the future, 19.2% made preparations to admit NCS students in the future whereas 80.8% did not make any preparations.

Figure 78: Whether the schools made preparations to admit NCS students in the future (%)



[Q: K3]

3.10.5 Among the schools that did not make preparations to admit NCS students in the future, 15.3% of the schools indicated that they did not know how to prepare. A further 7.3% of the schools expressed that they did not know where to seek help or make an enquiry or that they lacked the time to prepare due to the staff's busy schedules. Moreover, 70.2% of the schools mentioned other reasons, including 'did not receive applications from NCS students' or 'insufficient resources'.

Table 79: Reasons for not making preparations to admit NCS students in the future (%)

Reason	Schools
Do not know how to prepare	15.3%
Do not know where to seek help or make an enquiry	7.3%
Lack time to prepare due to staff's busy schedules	7.3%
Other reasons	70.2%
<i>Did not receive applications from NCS students</i>	89.7%
<i>Insufficient resources</i>	10.3%

[Q: K4]

Preparation schools made to admit NCS students

3.10.6 Among the schools that made preparations to admit NCS students, all schools made the following preparations: (1) have principal or teachers attend the Education Bureau's sharing sessions; (2) make enquiries with the Education Bureau; (3) explain and promote issues on cultural diversity and social integration to and among students; (4) explain the preparatory measures to the Parent-Teacher Association and parents. A total of 66.7% of the schools made the following preparations: (1) enquire about NGOs that provide services for ethnic minorities; (2) principal or teachers observe lessons at schools that admit NCS students. A further 33.3% of the schools made enquiries with universities.

Table 80: Preparations schools to admit NCS students in the future (%)

Preparation	Schools
Have principal or teachers attend the Education Bureau's sharing sessions	100.0%
Make enquiries with the Education Bureau	100.0%
Explain and promote issues on cultural diversity and social integration to and among students	100.0%
Explain the preparatory measures to the Parent-Teacher Association and parents	100.0%
Enquire about NGOs that provide services for ethnic minorities	66.7%
Have principal or teachers observe lessons at schools that admit NCS students	66.7%
Make enquiries with universities	33.3%

[Q: K3a]

3.10.7 Among the schools that made preparations to admit NCS students, 66.7% of the schools implemented the following measures: (1) adapt Chinese textbooks for NCS students based on the mainstream Chinese curriculum; (2) change the medium of instruction from Chinese to English for NCS students. A total of 33.3% of the schools implemented other measures: (1) offer an alternative Chinese curriculum to NCS students; (2) amend timetable to unify the teaching period of Chinese lessons for students in the same form; (3) form teams dedicated to supporting NCS students on various levels, including coordinating curriculum, extra-curricular activities, counselling, liaising with students' families, etc.; (4) make alternative food arrangements for lunch that cater to students' dietary/religious requirements; (5) recruit ethnic minority teachers/teaching assistants.

Table 81: Measures implemented in schools (%)

Measures	Schools
Adapt Chinese textbooks for NCS students based on mainstream Chinese curriculum	66.7%
Change the medium of instruction from Chinese to English for NCS students	66.7%
Offer an alternative Chinese curriculum for NCS students	33.3%
Amend timetable to unify the teaching period of Chinese lessons for students of the same form	33.3%
Form teams dedicated to supporting NCS students on various levels including to coordinate curriculum , extra-curricular activities,	33.3%

counselling, liaising with students' families, etc.	
Make alternative food arrangements for lunch that cater to students' dietary/religious requirements	33.3%
Recruit ethnic minority teachers/teaching assistants	33.3%

[Q: K3b]

Chapter 4 | Conclusion

4.1 *Schools that admit NCS students*

Learning support for NCS students in schools

- 4.1.1 Regarding the learning support provided in/for Chinese lessons, the majority of the schools that admitted a higher number of students (92.6%) offered before/after-school tutorial class(es). These schools also offered other support such as inviting other students to assist NCS students in doing their homework and in their studies (68.0%), providing pull-out classes (67.9%), using adapted textbooks and teaching materials (63.7%) and designing a school-based Chinese curriculum (61.7%). About half carried out interdisciplinary Chinese learning (50.5%), offered additional Chinese class(es) (45.9%) and provided parallel class(es) (43.8%). A minority of schools increased the duration of their Chinese lessons within the school's timetable (29.7%) and recruited ethnic minority teaching assistants (27.2%).
- 4.1.2 Regarding other subjects, nearly half of the schools that admitted a higher number of NCS students provided learning support (48.1%). The majority of these schools offered before/after-school tutorial class(es) (78.3%), carried out interdisciplinary learning (61.4%) and used adapted textbooks and teaching materials (56.2%). On the other hand, few schools adopted English as the medium of instruction in other subjects (42.5%), recruited ethnic minority teaching assistants (40.4%) and/or increased the duration of lessons for certain subjects within the school's timetable (21.1%).
- 4.1.3 The majority of schools that admitted fewer NCS students invited Chinese speaking students to assist NCS students with their homework and studies (62.2%), and about half offered before/after-school tutorial class(es) that were run by teachers in the school (50.2%). A minority of these schools purchased support services to offer before/after-school tutorial classes (38.7%), provided pull-out classes (28.1%), used adapted textbooks and teaching materials (21.8%) and/or recruited ethnic minority teaching assistants (8.3%).
- 4.1.4 For other subjects, 59.9% of the schools that admitted fewer NCS students provided learning support. The majority of these schools offered

before/after-school tutorial class(es) (88.7%) whereas a minority of these schools carried out interdisciplinary learning (34.3%), used adapted textbooks and teaching materials (15.1%), adopted English as the medium of instruction in other subjects (10.1%), increased the duration of lessons for certain subjects within the school timetable (9.8%) and/or recruited ethnic minority teaching assistants (6.2%).

4.1.5 Compared with the schools that admitted fewer NCS students, more schools that admitted a higher number of NCS students provided these students with learning support for Chinese lessons.

4.1.6 Furthermore, the study revealed that only about a quarter (25.3%) of the schools with fewer NCS students applied for the \$50,000 in extra funding from the Education Bureau. Nearly half (46.6%) of the schools heard of the funding but did not apply for it, while 28.0% had not heard of this funding.

TSA and Public Examinations

4.1.7 Regarding the TSA, 23.5% of the schools offered additional preparation for NCS students to take the TSA's Chinese language assessment whereas 56.5% did not provide additional preparation and 23.0% were undecided. Analysed by the number of NCS students admitted, 34.2% of the schools that admitted a higher number of NCS students offered additional preparation for NCS students. This figure is significantly higher than that of the schools that admitted fewer NCS students (19.0%). The majority of the schools (67.2%) felt that the Chinese subject of TSA did not effectively assess the Chinese proficiency of NCS students.

4.1.8 Regarding public examinations, 36.5% of the schools submitted entries for other public examinations such as the GCSE and GCE for NCS students. Analysed by the number of NCS students admitted, 80.0% of the schools that admitted a higher number of NCS students submitted entries for other public examinations. This figure is far higher than that of the schools that admitted fewer NCS students (19.8%).

4.1.9 Concerning the subject of Applied Learning Chinese, 11.3% of the secondary schools planned to offer it to NCS students in the second term in 2014/15, while 64.0% did not and 24.7% were undecided. Analysed by the number of NCS students admitted, 28.0% of the schools that admitted a higher number of NCS students planned to offer Applied Learning – Chinese Language. This figure is

significantly higher than that of the schools that admitted fewer NCS students (4.9%).

Teacher Professional Development

4.1.10 A total of 21.6% of the schools that had teachers teaching NCS students Chinese took short-term in-service training courses. A further 71.2% expressed that their teachers did not while 7.2% refused to answer. Analysed by the number of NCS students admitted, 36.2% of the schools that admitted a higher number of NCS students indicated that their teachers took short-term in-service training courses. This figure was higher than that of the schools that admitted fewer NCS students (15.4%).

4.1.11 In total, 7.2% of the schools indicated that their teachers who taught NCS students non-Chinese subjects in school took short-term in-service training courses. A further 81.3% indicated that their teachers did not while 12.8% refused to answer.

4.1.12 Moreover, 6.9% of the schools indicated that their teachers enrolled in master's or graduate diploma programmes in Teaching Chinese as a Second Language offered in 2014/15. A further 80.2% expressed that their teachers did not while 12.8% refused to answer.

4.1.13 Overall, 64.5% of the schools offered internal training (such as peer lesson observation, collaborative lesson preparation and teaching experience sharing) while 33.0% did not and 16.4% refused to answer. Analysed by the number of NCS students admitted, 82.6% of the schools that admitted a higher number of NCS students offered internal trainings. This figure is far higher than that of the schools that admitted fewer NCS students (56.9%).

Views on the Chinese Language Curriculum Second Language Learning Framework

4.1.14 Only a minority of the schools considered the Learning Framework very helpful or quite helpful in different aspects of teaching, including setting curriculum objectives, providing suitable textbooks and teaching materials, providing worksheets, homework and exercises, designing teaching approaches and teaching activities, catering to students' individual learning differences, assisting students in transitioning into the mainstream Chinese Language curriculum and enhancing the Chinese proficiency of the students. It is noteworthy to mention that a certain number of schools that admitted fewer NCS students did not have an idea whether the Learning Framework was helpful to these students' education.

- 4.1.15 Regarding what schools felt was the best way to assess the effectiveness of the support the Learning Framework provides NCS students in their Chinese Learning, 46.6% of the schools that admitted NCS students said ‘comparison of the academic results of Non-Chinese speaking students in school’. Moreover, 32.3% said that the Chinese Language Assessment Tool was best, while 8.3% said the TSA. A further 1.3% mentioned other methods (including the comparison of results with NCS students from other schools, an assessment and public examination encompassing the concept of Chinese as a second language) while 11.5% were unsure.
- 4.1.16 Among the schools that admitted NCS students, 47.4% of the schools were offered extra funding from the Education Bureau. Among the schools, 57.7% felt that the amount of extra funding was sufficient to help them provide NCS students with learning support. However, 23.4% felt that it was insufficient while 18.8% refused to answer. Analysed by the number of NCS students, 45.7% of the schools that admitted fewer NCS students felt that the amount of extra funding was insufficient. This figure is far higher than that of the schools that admitted a higher number of NCS students (10.0%).
- 4.1.17 Concerning the government’s consultation with the education sector before it implemented the education policies related to the Chinese Learning of NCS students, 12.1% of the schools opined that the consultation was sufficient whereas 57.2% felt that it was not. Furthermore, 30.8% expressed no comment on this question.

Special arrangements made to facilitate cultural integration

- 4.1.18 Among the schools that admitted NCS students, 52.4% made special arrangements to facilitate mutual understanding and the exchange between Chinese speaking students and NCS students outside classroom. On the contrary, 40.6% of the schools indicated they did not make special arrangements. Analysed by the number of NCS students admitted, 80.6% of the schools that admitted a higher number of NCS students made special arrangements in this regard, whereas only 40.6% of the schools that admitted fewer NCS students did.

External support

- 4.1.19 Only a minority of the schools that admitted NCS students received external

support. Such support included seeking support from the Language Learning Support Section of the Education Bureau's Curriculum Development Institute (30.4%), purchasing external support services (28.9%), participating in the Student Support Program for Non-Chinese Speaking Students at the University of Hong Kong (22.3%), joining the University-School Support Programme (19.6%), joining the School Support Partners (Seconded Teacher) Scheme (SSP) (8.9%), and joining the Professional Development Schools (PDS) Scheme (8.7%).

Overall comments

- 4.1.20 Among the schools that admitted NCS students, 36.1% felt that the 'Chinese as a Second Language' curriculum designed by the Education Bureau was the most effective way to improve the Chinese proficiency of NCS students. A further 26.5% felt that increasing the amount of government funding was most effective, while 21.8% felt that providing training courses on teaching 'Chinese as a second language' for teachers was best. Moreover, 8.9% were in favour of introducing a 'cultural diversity' element in the government's education policies.

4.2 Schools that had not admitted NCS students

- 4.2.1 Among the schools that had not admitted NCS students, only 1.2% expected to admit NCS students in the coming school year. A further 30.5% expected that they would not admit NCS students in the coming school year while 68.3% did

not know.

- 4.2.2 Among the schools that had not admitted NCS students, only 4.7% planned to admit NCS students in the future, while 69.9% did not planned to do so and 25.4% did not know. Analysed by school category, 89.6% of primary schools did not plan to admit NCS students. This figure is far higher than that of secondary schools (54.1%).
- 4.2.3 Among the schools that planned to admit NCS students in the future, 19.2% made preparations to admit NCS students in the future whereas 80.8% did not.
- 4.2.4 Among the schools that had not made preparations to admit NCS students in the future, 15.3% of the schools indicated that they did not know how to prepare. Furthermore, 7.3% of the schools expressed that they did not know where to seek help or make an enquiry, or they lacked the time to prepare because of the staff's busy schedules. A further 70.2% of the schools mentioned other reasons, including 'no application from NCS students'" or "insufficient resources".

Appendix | Questionnaire



Survey on the Opinions of Public Schools on the Enhanced Chinese Learning and Teaching Support for Non-Chinese Speaking Students

A. School information

Medium of instruction – Whole school[^]

1 Chinese

2 English

(Remarks : _____
_____)

[^]Enumerator: Please be reminded that some Chinese-as-medium-of-instruction (CMI) schools may introduce ‘Fine-tuning of Medium of Instruction’. In junior secondary forms, one class in each form is taught in English. In this case, please take notes in ‘Remarks’.

B. Number of non-Chinese speaking students (hereafter ‘NCS students’)

1. Has your school admitted NCS students?

2. G1)?

1 Yes – > **Go to Q B2**

2 No – > **After answering “Total number of students”, go to Part K**

3. Ethnicity distribution of NCS students

Ethnicity	Number of students
Indian	
Nepali	
Pakistani	
Filipino	
Thai	
Indonesian	
Others (Please specify : _____)	
Mixed race (Please specify : _____)	
Total number of NCS students*	
Total number of students	

4. What is the medium of instruction in Chinese classes for NCS students?

1 Cantonese 2 Putonghua#

(Remarks : _____)

#Enumerator: Please be reminded that a school may adopt Putonghua as the medium of instruction to teach Chinese in a single form or in one class of each form instead of in every classroom. In this case, please take notes in “Remarks”.

5. When did your school start admitting NCS students? Year : _____

*Notice: If your school has admitted 10 or more NCS students, ***please continue to Part C***; if your school has admitted 9 or fewer, ***please go to Part D***.

C. Chinese language learning support (Only for schools that have admitted 10 or more NCS students)

1. Chinese Language Learning Support for NCS students in school year 2014/15

	Types of support	(1)Yes	(2)No	(3)Undecided
a	Pull-out classes (NCS students learn separately from mainstream Chinese language class <i>with curriculum mainly following mainstream classes</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Parallel classes (NCS students learn separately from mainstream Chinese language class and are grouped into different classes according to their levels. <i>Two or more curricula are delivered simultaneously</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Offering additional Chinese class (Enough NCS students of the same level to spilt up into two or more classes; they study the same Chinese curriculum)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Recruiting ethnic minority teaching assistants (Either in mainstream classes or pull-out/parallel classes, after or before-school tutorial classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Designing school-based Chinese curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Using adapted textbooks and teaching materials (the curriculum is <i>not</i> designed by the school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Interdisciplinary Chinese learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Increasing Chinese lessons within the school timetable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Before/after-school tutorial classes (beyond the school timetable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Inviting Chinese speaking students to help NCS students with their homework and studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Others (Please specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(i) Remark (for additional information in case of different types of support geared towards different forms):

2. Does your school provide any learning support for NCS students in subjects other than Chinese that are taught in Chinese (such as Mathematics and Liberal Studies)?

1 Yes – > **Go to C3**

2 No – > **Go to Part E**

3. **Types of support provided in subjects other than Chinese** for NCS students in 2014/15 school year:

	Types of support	(1)Yes	(2)No	(3)Undecided	(4)Not applicable
a	Use English as a medium of instruction in subjects other than Chinese (<u>Only available for Chinese Medium-of-Instruction schools</u>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Use adapted textbooks and teaching materials (selecting texts that are more familiar to NCS students, explaining terms in English)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Recruit ethnic minority teaching assistants (Either in mainstream, pull-out/parallel classes or before/after-school tutorial classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Extend lesson time of certain subjects within school timetable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Interdisciplinary learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Before/after-school tutorial classes (beyond the school timetable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Others (Please specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(i) Remark (for additional information in case of different types of support geared towards different forms):

D. Chinese language learning support (Only for schools that have admitted 9 or fewer NCS students)

1. Did your school apply for the Education Bureau's extra \$50,000 in funding to provide learning support for NCS students in the 2014/15 school year?

- 1 Yes – > **Go to D2** 2 No – > **Go to 1a** 3 Don't know about this funding – > **Go to D2**

1a. What is the main reason for not applying for the funding? (Can choose more than one answer)

- 1 The amount of funding is insufficient to provide effective learning support.
 2 The school does not have the resources (teachers, classrooms, classes) to offer this support even if funding was granted
 3 The reporting after the funding is granted is complicated
 4 The allocation of the funding is not flexible enough
 5 The school can apply for an equal amount of funding from other sources
 6 Others (Please specify: _____)

2. Does your school currently provide the following *Chinese language learning support*?

	Types of support	(1)Yes	(2)No	(3)Undecided
a	Pull-out classes (NCS students learn separately from mainstream Chinese language class <i>with curriculum mainly following mainstream classes</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Use adapted textbooks and teaching materials (selecting texts that are more familiar to NCS students, explaining terms in English)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Recruit ethnic minority teaching assistants (Either mainstream classes, pull-out/parallel classes or before/after-school tutorial classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Before/after-school tutorial classes (beyond the school timetable) - ran by teachers in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Before/after-school tutorial classes (beyond the school timetable) - Purchase support services (for example: from NGOs or private institutions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Invite Chinese speaking students to help NCS students with their homework and studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Others (Please specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(i) Remark (for additional information in case of different types of support geared towards different forms):

3. Types of learning support in subjects other than Chinese for NCS students in school year 2014/15:

	Types of support	(1)Yes	(2)No	(3)Undecided	(4)Not applicable
a	Use English as a medium of instruction in subjects other than Chinese (<u>Only available for CMI schools</u>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Use adapted textbooks and teaching materials (selecting texts that are more familiar to NCS students, explaining terms in English)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Recruit ethnic minority teaching assistants (Either in mainstream classes, pull-out/parallel classes or before/ after-school tutorial classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Extend lesson time of certain subjects within school timetable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Interdisciplinary learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Before/after-school tutorial classes (beyond the school timetable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Others (Please specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(i) Remark (for additional information in case of different types of support geared to different forms):

E. Territory-wide System Assessment (TSA) / Public Examinations (For all schools admitting NCS students)

1. Does your school plan to offer additional preparation for NCS students to help them take the TSA's Chinese language assessment?

1 Yes

2 No

3 Undecided

2. Do you think the TSA can effectively assess the Chinese proficiency of NCS students?

1 Yes

2 No — > **Go to 2a**

2a. Why do you think the TSA **cannot** effectively assess the Chinese proficiency of NCS students? (Can choose multiple answers)

- 1 The level of the assessment papers is too advanced for NCS students, so it cannot accurately indicate NCS students' proficiency.
- 2 It is difficult for NCS students to understand and answer the questions related to Chinese culture in the assessment papers.
- 3 NCS students are not used to making further preparations for the TSA, resulting in taking longer time to finish the questions within the time limit.
- 4 Others (Please specify: _____)

(Only for secondary schools)

3. Apart from the Chinese language examination in the HKDSE, did your school submit entries for other public examinations, such as the GCSE and GCE, for the NCS students?

1 Yes – > **Go to 4** 2 No – > **Go to 5**

4. In the 2013/14 school year, how many students took the following Chinese language public examination(s)?

	Form	Public Examination	Number of candidates in form	Total number of NCS students in form
a	Form 3	GCSE		
b	Form 4	GCSE		
c	Form 5	GCSE		
d	Form 5	GCE (AS)		
e	Form 5	GCE (AL)		
f	Form 6	DSE		

5. Does your school plan to offer Applied Learning – Chinese Language for NCS students in the second term of the 2014/15 school year?

1 Yes – > **Go to 6a** 2 No – > **Go to 6b** 3 Undecided – > **Go to Part F**

- 6a. Why does your school plan to offer Applied Learning – Chinese Language for NCS students in the second term in 2014/15? (Can choose more than one answer)

- 1 The subject results can become an alternative Chinese qualification that is recognised by local universities for admissions purposes.
- 2 The subject results can become an alternative Chinese qualification that is recognised by the government and employers.
- 3 Students can obtain a higher qualification in Chinese.
- 4 Students can learn more Chinese for the workplace.
- 5 Others (Please specify: _____)

- 6b. Why does your school not plan to offer Applied Learning – Chinese Language for NCS students in the second term of the 2014/15 school year? (Can choose more than one answer)

- 1 The school does not know much about the curriculum of this subject nor its recognition by

employers.

- 2 The subject content is not much applicable to the workplace.
- 3 There are only two months between the announcement of this subject and when it starts, so the school has insufficient time to prepare.
- 4 The school administrative arrangement for the subject is too complicated
- 5 Most of the NCS students in our school do not meet the language entrance requirement of the subject.
- 6 Others (Please specify: _____)

F. Teacher training (For all schools that admit NCS students)

1. Have the teachers who teach NCS students Chinese taken in-service training courses? If so, please specify.
- 1 Yes , (1a) the schools / courses are: _____
- 2 No
- 3 Refuse to answer
2. Have the teachers who teach NCS students non-Chinese subjects taken in-service training courses? If so, please specify.
- 1 Yes , (2a) the schools / courses are: _____
- 2 No
- 3 Refuse to answer
3. Have the teachers in your school enrolled in MA/PgD in Teaching Chinese as a Second Language (offered by the Hong Kong Polytechnic University and the University of Hong Kong)? If so, which course is it?
- 1 Yes , (3a) the schools / courses are: _____
- 2 No
- 3 Refuse to answer
4. Does your school offer internal training (such as mutual lesson observation, collaborative lesson planning, sharing of teaching experience)?
- 1 Yes
- 2 No
- 3 Refuse to answer

G. Views on the Chinese Language Curriculum Second Language Learning Framework (for all schools that admit NCS students)

1. Can the Chinese Language Curriculum Second Language Learning Framework (the ‘Learning Framework’) and its support measures help teachers improve Chinese teaching (5 for ‘very helpful’; 1 for ‘not helpful at

all')?

Aspects		Very helpful					Not helpful at all		Don't know
		(5)	(4)	(3)	(2)	(1)			
a	Set curriculum objective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b	Provide suitable textbooks and teaching materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c	Provide students with worksheets, homework and exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d	Design teaching approaches and teaching activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e	Cater to students' individual learning differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f	Assist students in transition into the mainstream Chinese Language curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g	Boost the Chinese proficiency of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. Under the new Learning Framework, is the funding obtained sufficient for your school to provide learning support?
 1 Sufficient — > **Go to 4** 2 Insufficient — > **Go to 3** 3 Refuse to answer — > **Go to 4**

3. How much do you think is sufficient funding? \$ _____

4. Which of the following assessment methods do you think can best assess the effectiveness of the new Learning Framework on the Chinese learning support of NCS students?
 1 Comparison of the academic results with Non-Chinese speaking students at school
 2 The Chinese Language Assessment Tool
 3 Territory-wide System Assessment (TSA)
 4 Others (Please specify: _____)

5. Do you think the government's consultation with education sector before it implemented education policies related to Chinese learning of NCS students was adequate?
 1 Sufficient
 2 Insufficient
 3 No comment

H. Cultural integration (for all schools that admit NCS students)

1. Does your school offer special arrangements to facilitate cultural exchange and mutual understanding

between Chinese speaking students and NCS students outside the classroom?

1 Yes, (1a) the special arrangement is (Can choose more than one answer):

1 Paired reading programmes for NCS students and Chinese speaking students

2 Cultural Integration Week/Day

3 Ethnic minority Community Walk

4 Others (Please specify: _____)

2 No

3 Undecided

I. External assistance (for all schools that admit NCS students)

1. Has your school received any of the following support?

	Type of support	(1)Yes	(2)No	(3)Rejected by Education Bureau	(4)Do not know about this type of support
a	Education Bureau Curriculum Development Section Language Learning Support Section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	School Support Partners (Secoded Teacher) Scheme (SSP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	University-School Support Programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Student Support Program (SSP) for Non-Chinese Speaking Students at the University of Hong Kong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Professional Development Schools (PDS) Scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Purchased external support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J. Overall comments (For schools admitting NCS students)

1. Which of the following measures can *most effectively improve* NCS students' Chinese proficiency?

1 'Chinese as a Second Language' curriculum designed by the Education Bureau

2 Providing training courses on teaching Chinese as a second language for teachers

3 Increasing the amount of government funding

4 Introducing multicultural elements to education policies

5 Others (Please specify: _____)

K. Preparation for admitting NCS students (only for schools that have not admitted NCS students in the 2014/15 school year)

1. Is your school planning to admit NCS students in the next school year?

1 Yes

2 No

3 Unsure

2. Is your school planning to admit NCS students in the future?

1 Yes – > *Go to Question 3* 2 No – > *End of questionnaire*

3. Has your school prepared to admit NCS students in the future?

1 Yes – > *Go to Question 3a* 2 No – > *Go to Question 4*

3a. What preparations has your school made? (You may choose more than one item)

Preparation		(1)Yes	(2)No
a	School Management Committee members observe lessons at schools that have admitted NCS students and make reference to those schools' experiences	<input type="checkbox"/>	<input type="checkbox"/>
b	Principal or teachers observe lessons at schools that have admitted NCS students and make reference to those schools' experiences	<input type="checkbox"/>	<input type="checkbox"/>
c	Principal or teachers attend the Education Bureau's sharing sessions	<input type="checkbox"/>	<input type="checkbox"/>
d	Make an enquiry with the Education Bureau	<input type="checkbox"/>	<input type="checkbox"/>
e	Make an enquiry with universities	<input type="checkbox"/>	<input type="checkbox"/>
f	Enquire about welfare NGOs serving ethnic minorities	<input type="checkbox"/>	<input type="checkbox"/>
g	Explain the preparations to students and promote issues on multiculturalism and social integration	<input type="checkbox"/>	<input type="checkbox"/>
h	Brief the Parent-Teacher Association and parents about the preparatory measures	<input type="checkbox"/>	<input type="checkbox"/>
i	Others (Please specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>

3b. What are the measures carried out at your school? (You may choose more than one item)

Measures		(1)Yes	(2)No
a	Design an alternative Chinese curriculum for NCS students	<input type="checkbox"/>	<input type="checkbox"/>
b	Adapt Chinese textbooks for NCS students on the basis of mainstream Chinese curriculum	<input type="checkbox"/>	<input type="checkbox"/>
c	Adapt curriculum contents of other subjects (Please specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>
d	Amend the timetable in order to unify the teaching period of Chinese lessons for students of the same form	<input type="checkbox"/>	<input type="checkbox"/>
e	Change the medium of instruction for NCS students from Chinese to English	<input type="checkbox"/>	<input type="checkbox"/>
f	Establish support teams for NCS students to coordinate affairs on curriculum, extra-curricular activities, counselling, home-school cooperation, etc.	<input type="checkbox"/>	<input type="checkbox"/>
g	Increase extra-curricular activities to facilitate interaction between Chinese speaking and non-Chinese speaking students	<input type="checkbox"/>	<input type="checkbox"/>
Measures		(1)Yes	(2)No
h	Amend school regulations, such as regulations on uniform, number of leave	<input type="checkbox"/>	<input type="checkbox"/>

	days and accessories		
i	Make alternative food arrangements for lunch that cater to students' dietary/religious requirements	<input type="checkbox"/>	<input type="checkbox"/>
j	Recruit ethnic minority teachers/teaching assistants	<input type="checkbox"/>	<input type="checkbox"/>
k	Others (Please specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>

4. Why has your school decided not to prepare to admit NCS students?

1 Do not know how to prepare

2 Do not know where to seek assistance and make an enquiry

3 Lack time to prepare due to busy work schedule

4 Refuse to answer

5 Others (Please specify: _____)

End of questionnaire. Thank you for your participation!