



# Enrolling in local ordinary schools

## Pleasurable and Effective Chinese Learning

### Overcoming difficulties in Chinese language learning



Among NCS students in local ordinary schools, some are able to read and write simple Chinese as they have learnt Chinese in kindergarten, while others may have difficulties in reading, writing, listening and speaking Chinese as they are new arrivals. Great learning differences are the results of diverse starting points in learning.

EDB is very concerned about the problems faced by these students. Apart from developing a Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students, various types of assistance are being offered to schools.



### Curriculum Planning

- Schools adopted a progressive approach in developing their school-based curriculum (i.e. from listening and speaking, to character recognition, reading, writing and integrated skills development). There are specific learning focuses in each key stage and these focuses will be revisited and consolidated in the subsequent stages of learning.
- Some schools have adopted a “Pool together – Pull out – Pool together again” approach. NCS students are spread over various classes to give them more opportunities to communicate with the local students so as to integrate into the school life more quickly. The students will also be put into short “Pull-out Classes” especially designed for them before their regular classes periodically, say twice a week, to increase their vocabularies and enhance their reading ability.





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### Teaching Strategies

- Learning and writing Chinese is never easy to the NCS students. In order to overcome these difficulties, the teachers have adopted some good ways of teaching. They will teach the students patiently stroke by stroke, or splitting a Chinese character into several parts and asking them to drill on each part before putting the parts back together.
- For teaching strategies, as teachers know the active character of students, they make classroom learning very lively by organising various activities, and students learn Chinese unconsciously through songs, games and rhythms.

### Using Chinese to Learn Other Subjects

- Teachers know that students can only recognise a limited number of Chinese

characters at the start, so they will try to use teaching methods which do not require the students to know a lot of Chinese characters. For example, they will use signs and figures to demonstrate the concepts of “addition” and “subtraction” in Mathematics whereas in General Studies, they only ask students to mark parts of the human body with different colours.

### After-school Support

- The Chinese Language Learning Support Centre (Centre), commissioned to a tertiary institution, has provided remedial programmes after school hours or during holidays for NCS students, particularly those who have a late start in learning the Chinese Language. The Centre also assists in the development of teaching resources and organisation of professional development workshops to render support to teachers of NCS students.





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<b>Programme Name and Contents</b>	Chinese Language Learning Support Centre Provides remedial programmes to reinforce the learning of the Chinese Language of NCS students and renders professional support to teachers
<b>Programme Schedule</b>	Remedial programmes provided after school hours or during holidays
<b>Target</b>	NCS students (particularly those who have a late start in learning the Chinese Language); application can be made through their schools
<b>Organisation</b>	Tertiary institution Runs the remedial programmes at different venues in the territory
<b>Fee</b>	Free
<b>Enquiry</b>	2892 6190

- Through injection into the Language Fund, EDB has piloted a 3-year project of After-school Extended Chinese Learning for Non-Chinese Speaking Students from the 2010/11 to the 2012/13 school years. Successful applicant schools are provided additional funding to put in place diversified extended Chinese learning programmes such as after-class Chinese pull-out programmes, buddy reading programmes, training of skills in learning Chinese, guided story reading, etc. for NCS students.

### Diversified Resources and Support

- Many schools employ teaching assistants to help students with their studies individually or in groups after class.



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- Some schools invite secondary school students as reading ambassadors to read with NCS students in school. Quite a number of schools encourage upper form students to serve as peer teachers assisting lower form students in learning and reading Chinese. Apart from offering practical help to students, more importantly this approach can bring about a harmonious and caring atmosphere in school, which makes learning more pleasant and effective.
- With a view to enhancing the effectiveness of teaching Chinese to NCS students and alleviating teachers' difficulties in this connection, EDB provides experienced experts to support schools in curriculum planning, lesson preparation and developing the most appropriate teaching materials and assessment strategies for students. Details of the support service are at the following section.
- EDB has networked schools to form a learning community, where sharing sessions are held to promote exchange among schools, so as to create and maintain an effective Chinese learning environment for NCS students and help them adapt to and integrate into the Hong Kong society more quickly. By now, more than 50 schools have joined the network.
- A webpage for "Education services for non-Chinese speaking (NCS) students" (<http://www.edb.gov.hk/ncs>) has also been developed to provide an information platform through which school administrators, teachers, parents and the public caring about the education of NCS students can obtain useful information and related resources (particularly in the

learning of Chinese) more quickly and directly.

### Good mastery of Chinese through concerted efforts

Hong Kong is primarily a Chinese society which provides a rich environment for Chinese learning. In fact, it is advantageous for NCS students to study in local schools for greater exposure to the Chinese Language. In order to help NCS student learn Chinese, great efforts have been made in many aspects.

Learning Chinese requires persistent accumulation of knowledge and inputs from various parties. Students' efforts and parents' support are of great significance. To help NCS children learn Chinese better and adapt to and integrate into the Hong Kong society more quickly, parents are cordially invited to join hands with EDB and the schools by giving guidance and encouragement to their children.

### Enquiry

Parents seeking further information on the Support Network and Webpage on "Education services for non-Chinese speaking (NCS) students" may contact the Placement and Support Section of EDB.

Telephone No. : 2892 6187

Website: <http://www.edb.gov.hk/ncs>



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### Chinese Language Learning Support

EDB provides recurrent funding and school-based professional support to schools admitting NCS students, as appropriate to schools' circumstances, to facilitate their development of expertise in the learning and teaching of NCS students and sharing of experiences.

#### Our belief and challenges

We are committed to helping the NCS students to integrate into the school and the society as early as possible. The learning of Chinese and learning through Chinese has been a major concern of parents and schools. Such common concerns include:

- How to develop a long-term plan for the NCS students in learning Chinese?
- How to cope with the difference in the language abilities of the students?
- How to enhance their motivation in learning?
- How to assess the language abilities of the students?

#### Our support services

- Curriculum planning: we collaborate with teachers to develop a holistic and balanced school-based curriculum by organizing the learning content systematically; and selecting, designing and adapting appropriate learning and teaching materials.

- Teaching strategies: varied and flexible teaching strategies are adopted to help students build a strong language foundation and to scaffold their learning so that they can catch up with the mainstream curriculum.
- Assessment: assessment data are used to provide feedback on learning and teaching with a view to improving students' language abilities.

#### Examples of support focuses

- Development of the school-based curriculum by year level
- Development of pull-out Chinese language programme
- Effective learning, teaching and assessment strategies in reading, writing, listening, speaking and vocabulary building
- Use of story books
- Strategies to cater for learner diversity
- Teaching of literature and culture

