

**STANDING COMMITTEE ON LANGUAGE EDUCATION
AND RESEARCH**

TERMS OF REFERENCE

To advise the Government on language education issues in general, and in particular -

- (a) to advise the overall policy on language education, including the medium of instruction;
- (b) to advise on the setting of language standards, including general goals for language learning at different levels of education and specific language attainment targets at each stage of education;
- (c) to advise on measures to be adopted to attain the standards mentioned in (b) above;
- (d) to identify research and development projects which are necessary for the enhancement of language proficiency and language in education, and to implement or oversee the satisfactory completion of such projects;
- (e) to co-ordinate all research and development activities relating to language proficiency by relevant agencies; monitor their progress, evaluate their effectiveness, and make recommendations to the government accordingly;
- (f) to develop and promote a public education and information programme in respect of language proficiency issues; and
- (g) to advise the Trustee of the Language Fund on policies and procedures governing the operation of the Language Fund, and to provide such assistance as the Trustee may require to support, directly or indirectly, the enhancement of the language proficiency of the community.

**STANDING COMMITTEE ON
LANGUAGE EDUCATION AND RESEARCH**

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(November 2000 – March 2003)**

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Education Department

Occupations of Young Persons upon Completion of Secondary 3, 5 or 7

According to the 2001 Population Census, the 10 occupations taken up by most working persons -

(a) Aged 15 to 19 with **Secondary 3** as highest level of education attainment -

- Housekeeping and restaurant services workers
- Shop salespersons
- Domestic helpers and cleaners and related workers
- Building furnishers and related trades workers
- Electrical and electronic instrument mechanics and fitters
- Hairdressers, barbers, beauticians and related workers
- Transport labourers
- Machinery mechanics and fitters
- Messengers, watchers and security workers
- Other services elementary occupations

(b) Aged 15 to 19 with **Secondary 5** (or completion of Project Yi Jin) as highest level of education attainment -

- Shop salespersons
- Numerical and material recording clerks
- Housekeeping and restaurant services workers
- General clerks
- Client information clerks
- Messengers, watchers and security workers
- Secretaries and keyboard operating clerks
- Cashiers, tellers and related clerks
- Hairdressers, barbers, beauticians and related workers
- Electrical and electronic instrument mechanics and fitters

(c) Aged 20-24 with **Secondary 7** as highest level of education attainment -

- Numerical and material recording clerks
- General clerks
- Business and administration associate professionals
- Shop salespersons

Annex III

- Secretaries and keyboard operating clerks
- Domestic helpers and cleaners and related workers
- Client information clerks
- Discipline and protective services workers
- Nurses and midwives

**Timetable for the Development of Basic Competencies,
Basic Competency Assessment (BCA) and Standards-referenced
HKCE Examinations for English Language and Chinese Language**

| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|---|---|----------|-----------|---|-------------------------------|---|
| English Language | | | | | | |
| Development of basic competencies | 1 st draft ready by end 2002 | | | | Full, validated set available | |
| Development of BCA – student programme | Prototype at P3 level | P3 to P6 | S1 and S3 | S2 | P1 and P2 | |
| Development of BCA – system programme | | | P3 | P6 | S3 | |
| Development of standards-referenced HKCE examinations | | | | Announcement of new system no later than 2005 | | Launch of standards-referenced paper no later than 2007 |
| Chinese Language | | | | | | |
| Development of basic competencies | 1 st draft ready by end 2002 | | | | Full, validated set available | |
| Development of BCA– student programme | Prototype at P3 level | P3 to P6 | S1 and S3 | S2 | P1 and P2 | |
| Development of BCA– system programme | | | P3 | P6 | S3 | |
| Development of standards-referenced HKCE examinations | | | | Announcement of new system no later than 2005 | | Launch of standards-referenced paper no later than 2007 |

Note: P=Primary; S=Secondary

Summary of Local Research Findings on the Teaching of Chinese Language in Putonghua

| Project Title | Chief Investigator [Source of Funding & Project Completion Date] | Scope and Objective(s) | Methodology | Major Findings & Observations |
|--|---|---|--|---|
| Comparing the effect of using Putonghua or Cantonese to teach Chinese Language on primary students' Chinese language proficiency | Senior Research Officer, SCOLAR Support Unit [Language Fund; May 2002] | <ul style="list-style-type: none"> • To investigate the mastery of written Chinese by primary students – <ul style="list-style-type: none"> • when taught in Putonghua or Cantonese; and • in schools with longer or shorter history of teaching Chinese language in Putonghua. | <ul style="list-style-type: none"> • Assessment of 2279 Primary 1-6 students in 16 primary schools using a calibrated test of written Chinese developed through another Language Fund project on the assessment of Chinese language proficiency of primary students in Hong Kong. | <ul style="list-style-type: none"> • There is no definite pattern in the mastery of vocabulary, reading comprehension and writing showing either an advantage or disadvantage of learning Chinese Language in Putonghua among junior primary students. However, senior primary students taught in Cantonese performed consistently better than their counterparts taught in Putonghua. • Students in schools with a longer history (more than three years) of using Putonghua to teach Chinese Language tended to produce longer writing than students in schools with two or less years of experience. (The length of writing correlates positively with students' overall scores in writing.) However, in all other measures, there were no marked differences in performance between the two groups. |

| Project Title | Chief Investigator [Source of Funding & Project Completion Date] | Scope and Objective(s) | Methodology | Major Findings & Observations |
|--|--|---|--|--|
| A Feasibility Study on the Teaching of Chinese Language in Putonghua at Primary and Lower Secondary Schools in Hong Kong and the Design of a course on using Putonghua as Classroom Language | Dr. Ho Kwok Cheung, The Hong Kong Institute of Education (HKIEd) [Quality Education Fund; end June 2002] | <ul style="list-style-type: none"> • To identify problems faced by schools using Putonghua to teach Chinese Language to primary and junior secondary students and provide assistance where necessary. • To design a course to train primary and secondary school teachers to teach Chinese Language in Putonghua. | <ul style="list-style-type: none"> • Case studies of four primary schools and two secondary schools, involving about 247 Primary 2 & 3 and Secondary 1& 2 students. • Interviews of principals and teachers; surveys of students and parents. • Students' performance in Putonghua and Chinese language measured using individual schools' internal assessment regimes. | <ul style="list-style-type: none"> • There was general support among parents for teaching Chinese Language in Putonghua (2/3 of 188 parents surveyed expressed support). • No noticeable difference between students who learned in Putonghua and those who learned in Cantonese with regard to general performance in Chinese Language. • Students who learned in Putonghua performed better in writing in terms of style, fluency and diminished interference from Cantonese. • These students also showed improvement in Putonghua, especially in listening and speaking, and increased general confidence in conversing in Putonghua. <p><u>Conditions for success:</u></p> <ul style="list-style-type: none"> • A gradual and phased approach (e.g. use of Cantonese to teach Chinese Language and learning of Putonghua as a separate subject in Primary 1-2 and introduction of Putonghua as medium of instruction for Chinese Language in Primary 3 with a three-month transitional period); • Teachers with appropriate teacher training in Chinese Language and adequate Putonghua proficiency (i.e. Level 2B or above in the Putonghua Shuiping Ceshi); |

| Project Title | Chief Investigator [Source of Funding & Project Completion Date] | Scope and Objective(s) | Methodology | Major Findings & Observations |
|--|--|--|---|--|
| | | | | <ul style="list-style-type: none"> • Putonghua kept as a separate subject to focus on pinyin and pronunciation; and • Development of appropriate textbooks and teaching materials and creation of a Putonghua language environment in school. |
| The effect of using Putonghua to teach Chinese Language on secondary students' learning of the subject | Prof. Ho Wai Kit, Chinese University of Hong Kong (CUHK) [Language Fund; 3 rd Quarter 2002] | <ul style="list-style-type: none"> • To investigate the effect of teaching Chinese Language in Putonghua on students' development of Chinese Language proficiency. • To collect students' views on the learning of Putonghua and its use as medium of instruction. | <ul style="list-style-type: none"> • Longitudinal study and survey of 699 students in four secondary schools as they progressed from Secondary 1 to 3. • Comparison of students who were taught Chinese Language in Cantonese and Putonghua. • Assessment of students' Chinese ability in writing, vocabulary, sentence structure, reading comprehension and conversation. | <ul style="list-style-type: none"> • Questionnaire survey results indicate that about 40% of students taught in Putonghua liked the arrangement and perceived improvement in their own Putonghua proficiency. • Assessments of student performance show that students taught in Putonghua did better in writing tasks than students taught in Cantonese. |

Draft Framework of Professional Development for English Language Teachers

The following framework attempts to set out the various professional knowledge, skills, qualities and attitudes that English Language teachers in Hong Kong should develop over the course of their careers for the continuous enhancement of their effectiveness. While the types of knowledge, skills, qualities and attitudes are presented as discrete items, they should be integrated and applied in a holistic manner. (The list of items is not meant to be exhaustive.)

| Domain | Item |
|--|--|
| English Language Subject Knowledge and Skills | <p>An effective English Language teacher is able to demonstrate the following knowledge and skills in an integrated manner –</p> <ol style="list-style-type: none"> 1. Linguistic Knowledge of English and Related Skills e.g. an understanding of the sound, structural and meaning systems of English and the use of English in context; an ability to analyse spoken and written English texts and English lexis. 2. Knowledge of the Social-Cultural Aspects of English as an International Language e.g. an understanding of the roles and functions of English in various social-cultural spheres (e.g. use in commerce, media and pop culture), and various types of literary works and oral traditions (e.g. classical, contemporary and children literature). 3. Knowledge of Second Language Acquisition and Bilingualism i.e. an understanding of relevant theories and their implications with reference to the teaching and learning of English in Hong Kong 4. Knowledge of English Language Education e.g. an understanding of relevant approaches and strategies for the teaching and learning of English to different age groups |

| Domain | Item |
|-------------------------------------|---|
| English Language Pedagogy | <p>An effective English Language teacher is able to apply his/her pedagogical skills in an integrated manner and provide useful comments and feedback to students as and when appropriate in the -</p> <ol style="list-style-type: none"> 5. Teaching of Reading 6. Teaching of Writing 7. Teaching of Listening 8. Teaching of Speaking 9. Teaching of Vocabulary Skills 10. Teaching of Syntax and Language Structure 11. Teaching English through Language Arts and Appreciation of English Speaking Cultures 12. English Language Curriculum and Assessment 13. Use of Teaching and Learning Resources |
| English Language Proficiency | <p>An effective English Language teacher is able to use the four language skills in an integrated manner for various (including professional) purposes -</p> <ol style="list-style-type: none"> 14. Reading 15. Writing 16. Listening 17. Speaking 18. Classroom Language |

| Domain | Item |
|--|--|
| Professional Qualities and Attitudes | <p>19. An effective English Language teacher develops professional attitudes towards language education -</p> <p>e.g. ability and willingness to reflect on and evaluate critically their English teaching and learning experiences; a positive and critical attitude towards curriculum innovations in English Language teaching; an interest in English-speaking cultures.</p> |
| General Knowledge, Skills and Attitudes | <p>20. General Professional Knowledge and Skills</p> <p>e.g. an understanding of various education theories and effective education strategies, and their applications with reference to, e.g. child and adolescent development, learners' characteristics, students' motivation, classroom management, school management, education research methodology and education policy.</p> <p>21. Cross-Disciplinary Knowledge</p> <p>e.g. general knowledge of various natural sciences and social sciences</p> <p>22. Nine Generic Skills in the New Curriculum¹</p> <ul style="list-style-type: none"> (a) Collaboration Skills (b) Communication Skills (c) Creativity (d) Critical Thinking Skills (e) Information Technology Skills (f) Numeracy Skills (g) Problem-solving Skills (h) Self-management Skills (i) Study Skills |

¹ According to the new curriculum, students are required to be taught to develop nine generic skills set out here in the table (Curriculum Development Council, 2001). Teachers should themselves possess these skills in order to help their students develop them. The generic skills required of teachers may change as and when further curriculum reforms develop in future.

| Domain | Item |
|----------------------------|---|
| Professional Ethics | 23. Ethics (a) Professional Responsibilities (b) Professional Morality |

Draft Framework of Professional Development for Chinese Language Teachers

The following framework attempts to set out the various professional knowledge, skills, qualities and attributes that Chinese Language teacher in Hong Kong should develop over the course of their careers for the continuous enhancement of their effectiveness. While the types of knowledge, skills, qualities and attitudes are presented as discrete items, they should be integrated and applied in a holistic manner. (The list of items is not meant to be exhaustive.)

| Domain | Item |
|--|--|
| Chinese Language Subject Knowledge and Skills | <p>An effective Chinese Language teacher is able to demonstrate the following knowledge and skills in an integrated manner -</p> <ol style="list-style-type: none"> 1. Knowledge of Chinese Characters 2. Knowledge of Phonetics 3. Knowledge of Grammar 4. Knowledge of Literature 5. Knowledge of Culture 6. Knowledge of Chinese Language Education |
| Chinese Language Pedagogy | <p>An effective Chinese Language teacher is able to apply the following techniques and skills in an integrated manner and provide useful comments and feedback to students as and when appropriate -</p> <ol style="list-style-type: none"> 7. Teaching of Reading 8. Teaching of Writing 9. Teaching of Listening 10. Teaching of Speaking 11. Teaching of Vocabulary skills 12. Use of Teaching and Learning Resources 13. Teaching of Culture 14. Teaching of Thinking Skills 15. Teaching of Literature |

| Domain | Item |
|--|---|
| | 16. Moral Education |
| Chinese Language Proficiency | <p>An effective Chinese Language teacher is able to use the four language skills in an integrated manner for various (including professional) purposes -</p> <p>17. Reading</p> <p>18. Writing</p> <p>19. Listening</p> <p>20. Speaking</p> <p>21. Putonghua</p> <p>22. Calligraphy</p> |
| Professional Qualities and Attitudes | <p>23. An effective Chinese Language teacher develops professional attitudes towards language education –</p> <p>e.g. ability and willingness to reflect on and evaluate critically their Chinese teaching and learning experiences; a positive and critical attitude towards curriculum innovations in Chinese Language teaching; sustained interest in reading and writing.</p> |
| General Knowledge, Skills and Attitudes | <p>24. General Professional Knowledge and Skills</p> <p>e.g. an understanding of various education theories and effective education strategies, and their applications with reference to, e.g. child and adolescent development, learners’ characteristics, students’ motivation, classroom management, school management, and education research methodology, education policy.</p> <p>25. Cross-Disciplinary Knowledge</p> <p>e.g. general knowledge of various natural sciences and social sciences.</p> <p>26. Nine Generic Skills in the New Curriculum²</p> <p>(a) Collaboration Skills</p> <p>(b) Communication Skills</p> |

² According to the new curriculum, students are required to be taught to develop nine generic skills set out here in the table (Curriculum Development Council, 2001). Teachers should themselves possess these skills in order to help their students develop them. The generic skills required of teachers may change as and when further curriculum reforms develop in future.

| Domain | Item |
|----------------------------|--|
| | <ul style="list-style-type: none">(c) Creativity(d) Critical Thinking Skills(e) Information Technology Skills(f) Numeracy Skills(g) Problem-solving Skills(h) Self-management Skills(i) Study Skills |
| Professional Ethics | 27. Ethics <ul style="list-style-type: none">(a) Professional Responsibilities(b) Professional Morality |