

St. Joseph's College  
Chinese Language Programme for Non-Chinese Speaking (NCS) Students (Annual Plan 16-17)

A. Aims:

- To strengthen the following elements through the utilization of the \$800,000 government grant:
- To increase the number of Chinese lessons of NCS students
- To increase the number of teachers for the NCS students
- To raise the Chinese standard of the NCS students for their daily life usage as well as public examinations, such as GCE and GCSE
- To enhance the ability of the NCS students in appreciating Chinese culture
- To provide more opportunities for the NCS students to merge into the community of the local students through various activities, so as to help them adapt to their school life more easily

B. Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis:

Our school has been started Simplified Chinese program for NCS students for eight years since the school year of 2008/09. The school has appointed a Chinese Language teacher to be responsible for this project and she has been looking for resources and assistance from different channels for enhancing the development of this program throughout the years. The following is the SWOT analysis of the program:

Strengths:

1. This program has been operating for several years. The teachers have accumulated experience and teaching resources. Among the three teachers involved in this program, two have more than 10 years' teaching experience in this area.
2. NCS students are separated from the normal Chinese Language class and the size of the NCS students' Chinese class is no larger than 10 students.
3. The school library has purchased appropriate library books and teaching resources for the NCS students.

Weaknesses :

1. There are no comprehensive and ready-made teaching resources for NCS students in Hong Kong currently. Teachers have to design or tailor the teaching materials themselves which caused great burden and workload to the teachers.
2. There is great learners' diversity among the NCS students. For instance, the Chinese standard of the S1 NCS students ranged from kindergarten to

Primary 3 levels.

3. The Chinese standard of some of our S1 NCS students has just reached kindergarten level which causing difficulty in teaching.
4. The S1 NCS students came from different types of primary school which causes great differences of the background knowledge of NCS students. Some had been learning traditional characters and some had been learning simplified characters. This also causes difficulties to teachers.

Opportunities:

1. The government has provided great financial assistance to schools for NCS students in order to increase the number of teaching staffs and improve teaching materials for NCS students.
2. Under the NSS curriculum, students have to pass the Chinese subject in order to meet the minimum requirement of entering local universities through JUPAS. This provides higher incentives and motivations for NCS students to learn Chinese well.

Threats:

1. The teachers may not have sufficient professional training to teach Chinese as a second language for NCS students.
2. NCS students have to prove their Chinese Language ability through public examinations which may cause great pressure on them.
3. The number of NCS students that being admitted to subsidized schools varies every year. With the uncertain number of students every year and the great learners' diversity, the development of long-term teaching strategies would be hindered.
4. Suitable teaching resources for NCS students are limited. And a lack of comprehensive mechanism to assess the levels of NCS students results in unclear students learning objectives.
5. In this school year, S3 NCS students are required to take French course at the same time, so that they are having less Chinese lessons than other forms' NCS students which affect their effectiveness of learning Chinese.

In this school year, the Education Bureau (EDB) has subsidized \$800,000 to support NCS students to study Chinese Language and help them to integrate into local culture and community. The school has set up this year's program plan and implemented by teaching staffs in response to the needs of NCS students:

<b>Objective(s)</b>	<b>Strategy and Work</b>	<b>Process of Teaching and Learning</b>	<b>Implementation Time</b>	<b>Effectiveness Evaluation</b>	<b>Assessment Method(s)</b>	<b>Teachers Participated</b>	<b>Resources Required</b>
1. Develop NCS students' Chinese language curriculum	Design worksheets for the new textbooks	Utilize teaching activities, worksheets, electronic and video teaching materials	School Year of 16-17	Based on students participation in the class, scores of tests and assessments	Students' assessments and tests scores	Ms. Tai Wai Sze, Mr. Cheung Wing Kin, Teaching Assistants: Ms. Li Lok Lam, Mr. Yeung Ming Him	Two Teaching Assistants; acquire course reference books and teaching materials
2. Enhance students' interest in traditional Chinese culture, and also encourage students to participate in Chinese cultural activities in order to understand the local culture	Visits and cultural activities	Visit the Chinese cultural and historical museums	School Year of 16-17	Participating students are engaged in activities and able to finish the worksheets	Worksheets and teacher's observation	Ms. Tai Wai Sze	Worksheets

3. To help students adapting the school life	3.1 Peer teachers  3.2 Extracurricular-activities senior forms' students	To look for peer teachers in same forms that can assist NCS students to integrate into the community of local classmates  To arrange senior forms' students in the ECA clubs and societies to be the mentors of NCS students in order to translate conversations and assist them to engage in the gatherings and activities	School Year of 16-17	Based on students participation performance and form-teachers observation.	Questionnaire	Ms. Tai Wai Sze	
4. Enhance reading ability	4.1 Reading Award Scheme	To encourage students to read at least 5 Chinese books each year in order to learn Chinese characters and Pinyin. Completion of the program will be rewarded by the book coupons	School Year of 16-17	70% of students complete 10 worksheets throughout the year	Worksheets and teacher's observation	Ms. Tai Wai Sze	Library books and worksheets

	4.2 Tailor-made reading materials	To develop a set of comprehensive and progressive teaching materials to replace the difficult and lengthy articles in order to enhance students' reading ability		NCS students can read medium-length articles on their own and be able to master and improve their reading skills.			
5. Enhance the ability to read aloud and to study Chinese literature	Cantonese and Mandarin Speech training classes	Develop NCS students' read aloud skills (e.g. Tone, rhythm, accent) in order to enhance their ability in reading aloud and improve their knowledge in Chinese Culture.	School Year of 16-17	After completion of the course, NCS students can participate in Speech competitions and impromptu talk competitions.	Results in Speech competitions	Speech training instructor	
6. Improve the handwriting skills of Chinese characters	Calligraphy foundation classes	Through practical learning experience, NCS students can learn the basic pen grasping and using skills, and enable them to understand and learn Chinese traditional calligraphy culture.	School Year of 16-17	Students are able to write simple calligraphy	Fai Chun works and teacher's observation	Calligraphy instructor	
7. Deepen students'	Chinese	By teaching NCS	School Year of	Students are	Simple	Cooking tutor	

understanding of Chinese food culture	food cooking class	students to make Chinese snack foods, they can learn and understand the Chinese festive food culture.	16-17	able to produce simple Chinese festive food	Chinese festive food made by the NCS students		
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C. Budget:

- (1) One Certificated Master/Mistress (CM) (9/2016-8/2017)  
\$353,304 = (Salary \$28,040 X 12) + (MPF \$28,040X 0.05 X12)
- (2) Two Teaching Assistants (9/2016-8/2017)
- (3) \$220,500 = (Salary \$17,500 X 12) + (MPF \$17,500X 0.05 X12)  
\$182,700 = (Salary \$14,500 X 12) + (MPF \$14,500X 0.05 X12)
- (4) Speech Training Classes \$30,000
- (5) Calligraphy Foundation Classes \$30,000
- (6) Purchase of teaching resources (library books, student books, teacher reference book) \$10,000
- (7) Construction of inclusive campus-related activities (visits and cultural activities) \$10,000

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Total: \$836,504

D. Teaching Staffs:

Ms. Tai Wai Sze (Coordinator), Mr. Cheung Wing Kin,

Teaching Assistants:

Ms. Li Lok Lam, Mr. Yeung Ming Him