

St. Joseph's College
Chinese Language Programme for Non-Chinese Speaking (NCS) Students (Annual Plan 17-18)

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 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 two teachers involved in this program, one has more than 10 years of 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-make the teaching materials themselves which caused great burden and workload to 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 causes difficulty in teaching.
4. The S1 NCS students came from different primary schools with varied levels of background knowledge about Chinese. Some had been learning traditional characters and some had been learning simplified characters. This great learner's diversity 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 exert 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.

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 drawn up this year's program plan to be implemented by teaching staffs catering to the needs of NCS students.

Objective(s)	Strategy and Work	Process of Teaching and Learning	Implementation Time	Effectiveness Evaluation	Assessment Method(s)	Teachers Participated	Resources Required
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1. Develop NCS students' Chinese language curriculum	Design worksheets for writing, reading and oral	Use teaching activities, worksheets, electronic and video teaching materials	School Year of 17-18	Based on students' participation in the class, scores of tests and assessments	Students' assessments and tests scores	Ms. Tai Wai Sze, Alice Mr. Cheung Wing Kin, Michael Teaching Assistants: Ms. Li Lok Lam, Lawrence Ms. Fok Hiu Yan, Annabelle	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 places	School Year of 17-18	Participating students are engaged in activities and able to finish the worksheets	Worksheets and teacher's observation	Ms. Tai Wai Sze, Alice	Worksheets

3. To help students adapt to the school life	3.1 Peer teachers 3.2 Extra-curricular activities for senior forms' students	To look for peer teachers in the same form 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 17-18	Based on students' participation, performance and form-teachers' observation.	Questionnaires	Ms. Tai Wai Sze, Alice	
4. To promote "Reading to Learn"	4.1 Reading Award Scheme	To encourage students to read at least 5 Chinese books each year in order to learn Chinese characters. Upon completion of the program, students will be rewarded by book coupons	School Year of 17-18	70% of students complete 5 worksheets throughout the year	Worksheets and teacher's observation	Ms. Tai Wai Sze, Alice	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 17-18	After completion of the course, NCS students can participate in Speech competitions and impromptu talk competitions.	Results of 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 understand and learn Chinese traditional calligraphy culture.	School Year of 17-18	Students are able to write simple calligraphy	Worksheets and teacher's observation	Calligraphy instructor	

7. Deepen students' understanding of Chinese culture	Chinese handiworks making class	NCS students can learn and understand the Chinese festive culture through making Chinese handiworks.	School Year of 17-18	Students are able to produce simple Chinese festive handiworks e.g. lantern	Simple Chinese festive handiworks made by the NCS students	Tutor	
8. To use e-learning strategies	To finish on-line Chinese ebook	To teach NCS students Chinese with the aid of Chinese story ebooks.	School Year of 17-18	Students understand the content of the ebooks	Feedback from students and teachers Worksheets and teacher's observation	Ms. Tai Wai Sze, Alice	
9. Provide effective career guidance and life planning education (CLP) to foster students' ability and capacity in pursuing their life goals and enhancing their life-long development	Visit to Yau Ma Tei Wholesale Fruit Market	Through the visit, NCS students can observe how people do business	School Year of 17-18	Students are able to understand how people do business in the fruit market	Worksheets and teacher's observation	Ms. Li Lok Lam, Lawrence	

B. Budget

- (1) One Certificated Master/Mistress (CM) (9/2017-8/2018)
\$344,610 = (Salary \$27,350 X 12) + (MPF \$27,350 X 0.05 X12)
- (2) Two Teaching Assistants (9/2017-8/2018)
- (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 \$10,000
- (5) Calligraphy Foundation Classes \$20,000
- (6) Purchase of teaching resources (library books, student books, teacher reference books) \$10,000
- (7) Construction of inclusive campus-related activities (visits and cultural activities) \$20,000

Total: \$807,810

C. Teaching Staff:

Ms. Tai Wai Sze, Alice (Coordinator),

Mr. Cheung Wing Kin, Michael

Teaching Assistants:

Ms. Li Lok Lam, Lawrence

Ms. Fok Hiu Yan, Annabelle