Chinese Second Language Report

2021-2022

for Non-Chinese Language Students (NCS)

LA SALLE COLLEGE

Extended Chinese Learning for NCS Students Annual Report 2021-2022

No.	Program	Implementation Methods	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required	Remark
1	After-school tutorial sessions	Weekly tutorials for revision and consolidation Chinese learning activities (During the pandemic, tutorial lessons will be conducted online.)	Oct 21 to June 22	Students' Chinese marks improve in the final examination. Over 70 % attendance rate Students think the tutorials are useful	Teachers' observation Questionnaire Feedback from students Worksheets	Subject teachers	Teaching & learning material Chinese teachers of NCS classes	The tutorial lessons for F.1-3 were held every Monday. For F.4 class, students were required to have tutorial lessons every Thursday to enhance their skills in reading, writing and speaking.
2	Lunch time Chinese Reading Scheme	Students have to read a designated Chinese Book per month with local students in lunch time Students finish a book report per month	Oct 21 to May 22	Students can summarize 3 books in their own words. Students think reading Chinese storybooks is interesting	Observation Feedback from students	Subject teachers Local students	Chinese teachers of NCS classes Local volunteers Books	Cancelled due to pandemic.

3	Study Tour related to Chinese culture F.4-5 Taiwan Service Programme F.3 Shanghai Study Tour	Have lessons in a local school Visit Chinese cultural attractions in Chinese cities Outdoor activities and exercises to enhance students Chinese speaking skills	Shanghai: Apr 22 Taiwan: Apr 22 Other programmes	Students can finish the exercises and activities Students are interested in Chinese culture.	Projects Presentation	Subject teachers Exchange team	Chinese teachers of NCS classes Activity materials	Cancelled due to pandemic
4	NCS Chinese e-Learning Scheme	Introduce e-learning in order to take care of student diversity Revise the curriculum to encourage more able students Weekly tutorials to revise and consolidate the learning of Chinese with electronic resources	Sept 21 to June 22	80% of students agree e-learning platform can help improve their Chinese Students hand-in at least 10 CA tasks through e-platform Students think the online resources are useful	Teachers' observation Questionnaire Feedback from students	Subject teachers	Electronic devices Chinese Learning Apps Chinese teachers of NCS classes	Done. Nearpod, Quizlet are the most commonly used e-resources. It contained pre-lesson tasks, lessons' activities and post lesson tasks.
5	Development of Chinese History teaching-learning materials	Preparing e-learning materials and worksheets to facilitate NCS students to learn Chinese History in CHINESE	June 21 to June 22	14 topics related materials are prepared. 80% students pass the Chinese History Exam (Amended)	Teachers' observation Exam paper Worksheets	Subject teachers	Computers Multimedia resources	Done. The curriculum for F.1-3 has been well-established this year. One PTH lesson will be replaced by the Chinese History lesson. The content has been

								examined in the exams.

To support the implementation of the NCS Programme under the Project -

Extra Manpower	Job Description	Time Scale	Success Criteria	Methods of Evaluation	People in Charge	Resources Required	Remark
• Teacher for NCS Chinese	• Assists in all kinds of programmes and activities for NCS students • Assists in the After-school Chinese enhancement class for students to enhance their skills in reading, writing and speaking • Helps prepare NCS Chinese Electronic teaching and assessing resources for each Form	• Sept 21 to Jul 22	• Helps NCS students in learning and adaptation • Being rated satisfactory or above in performance	• Teachers' feedback • Performance evaluation	• Kita Chan	• Grant for hiring the posts	The grant is not enough to cover the amount of hiring two NCS teachers because of the decreasing number of NCS students in our school.

Budget

	Item	Details	Expenditure	
1	Hire and NCS Chinese Teachers	1) Teachers to co-teach in Chinese and Putonghua lessons 2) Teachers to conduct extra tutorial classes for needy students	Approx: $	1,106,563
2	Integrated cultural experience activities		Approx: $	0
3	Teaching Materials		Approx: $	200
4	E-learning Resources		Approx: $	0
5	Chinese Books Reading Scheme	Books and Prizes	Approx: $	0
6	Learning enhancement workshops	Materials, tutorials and administration	Approx: $	0
		Total:	Approx: $	1,106,763

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2021/22 School Year

Name of School: _____La Salle College_____

Our school was provided with additional funding by the Education Bureau in the 2021/22 school year. With reference to school-based circumstances, we provided support for our NCS student(s) and assigned a dedicated teacher/team to coordinate relating matters. Details are as follows (if applicable, please put a tick in the box(es) and fill in the required information):

(1) With reference to the learning progress and needs of NCS student(s), our school adopted the following mode(s) to enhance the support for learning of Chinese of NCS student(s) in the 2021/22 school year (one or more options can be selected)#:

☑ Appointing __2__additional teacher(s) and __0__teaching assistant(s) (including assistant(s) of different race(s)) to support the learning of Chinese of NCS student(s).

In-class support provided in Chinese Language lessons:

☑ Pull-out learning
(Level(s): __F1 – F4__)

☑ Split-class/group learning
(Level(s): __F1 – F4__)

☐ Increasing Chinese Language lesson time
(Level(s): _____)

☐ Co-teaching/In-class support
(Level(s): _____)

☐ Learning Chinese across the curriculum
(Level(s): _____)

☑ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): __F1 – F6__)

☐ Others (please specify): _____

After-school/after-class support:

☑ Chinese learning group(s)
(Level(s): __F1 – F4__)

☑ Summer bridging course(s)
(Level(s): ____F1____)

☐ Chinese bridging course(s)
(Level(s): _____)

☑ Paired-reading scheme(s)
(Level(s): __F1__)

☑ Peer cooperative learning
(Level(s): __F1 – F3__)

☐ Guided story reading
(Level(s): _____)

☐ Others (please specify): _____

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected) #:

☑ Translating major school circulars/important matters on school webpage

☑ Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

____Organising cultural activities when there are festivals, e.g. writing calligraphy in Chinese New Year_____

☑ Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school (e.g. engaging NCS students in uniform groups or community services) (please specify):

___Engaging NCS students in uniform groups, e.g. Red-cross, Scout, Air-Cadet_____

☑ Other measure(s) (please specify):

____Launching Peer-learning scheme: "Big Brother Scheme" in order to help the NCS students to adapt to the school environment_____

(3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected) #:

☐ Appointing assistant(s) who can speak English and/or other language(s) facilitating the communication with parents of NCS student(s)

☑ Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis

☑ Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children

☑ Explaining to parents of NCS student(s) and emphasising the importance for their children to master the Chinese language

☐ Other measure(s) (please specify):

_____

_____

[#: The support measures mentioned in Parts (1) to (3) above are for reference only. Depending on the different learning progress and needs of NCS student(s) of each school year, as well as allocation of school resources, our school will adjust the support measures concerned.]

For further enquiries about the education support our school provides for NCS student(s), please contact Ms. Kita Chan at 23387171.

2021/22 學年
為非華語學生提供的教育支援
學校支援摘要

學校名稱：_____喇沙書院_____

本校在 2021/22 學年獲教育局提供額外撥款，並配合校本情況，為該學年錄取的非華語學生提供支援。有關支援由專責教師／小組統籌。詳情如下（如適用，請在方格內加上「✓」號，並填寫所需資料）：

（一） 本校按非華語學生的學習進度和需要，在 2021/22 學年採用以下方式加強支援他們的中文學習（可選多於一項）#：

☑ 聘請 __2__ 名額外教師及 __0__ 名教學助理（包括不同種族的助理），以支援非華語學生學習中文。

中文科課堂上提供的支援：

☑ 抽離學習
（年級：__F1 - F4__）

☑ 分組／小組學習
（年級：__F1 - F4__）

☐ 增加中文課節
（年級：_____）

☐ 協作／支援教學
（年級：_____）

☐ 跨學科中文學習
（年級：_____）

☑ 採用校本中國語文課程及／或經調適的學與教材料
（年級：__F1 – F6__）

☐ 其他（請說明）：_____

課後提供的支援：

☑ 中文學習小組
（年級：__F1 – F4__）

☑ 暑期銜接課程
（年級：__F1__）

☐ 中文銜接課程
（年級：_____）

☑ 伴讀計劃
（年級：__F1__）

☑ 朋輩合作學習
（年級：__F1 – F3__）

☐ 故事導讀
（年級：_____）

☐ 其他（請說明）：_____

（二） 本校建構共融校園的措施包括（可選多於一項）#：

☑ 翻譯主要學校通告／學校網頁的重要事項

☑ 舉辦促進文化共融／提高多元文化及宗教敏感度的活動（請說明）：

_____於不同傳統節日舉辦文化活動，如新春寫揮春活動_____

☑ 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流（例如安排非華語學生參與制服團隊或社區服務）（請說明）：

_____安排非華語學生參與制服團隊，如紅十字會、童軍、香港航空青年軍_____

☑ 其他措施（請說明）：

_____推行同儕學習計劃：「大哥哥計劃」，以幫助非華語同學適應校園的生活_____

（三） 本校向非華語學生家長推廣家校合作的措施包括（可選多於一項）#：

☐ 聘請會說英語及／或其他語言的助理促進與非華語學生家長的溝通

☑ 定期與非華語學生的家長討論其子女的學習進度（包括中文學習）

☑ 為非華語學生的家長提供有關其子女選校／升學／就業的資訊

☑ 向非華語學生的家長解釋和強調子女學好中文的重要性

☐ 其他措施（請說明）：

_____

_____

〔#： 以上第（一）至第（三）部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。〕

如就本校為非華語學生提供的教育支援有進一步查詢，請致電 23387171 與陳美嫻老師聯絡。