



LA SALLE COLLEGE

**Chinese Second Language Report
2022-2023
for Non-Chinese Language Students (NCS)**

La Salle College Programme Evaluation (2022-23)

Subject Panel / Functional Team: ___Chinese for NCS___

Major Concern 1: ___To equip the NCS boys with the knowledge of Chinese language, Chinese History, Chinese Culture and the examination skills___

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a “√”)							
			NGI	BK	LP	GS	IL	LP	HL	
<ul style="list-style-type: none"> ◆ Enhancing Chinese Literature and Chinese Culture Study in NCS Chinese Language Curriculum <ul style="list-style-type: none"> ○ For F.1-3, Chinese Literature add-on elements, e.g., Chinese poetry have been introduced during the lessons ◆ After-school tutorial sessions <ul style="list-style-type: none"> ○ Weekly tutorials for revision and consolidation Chinese learning activities 	<ul style="list-style-type: none"> ◆ Students can fulfil the tasks on the e-learning platform and Worksheets. ◆ Students’ Chinese marks improve in the final examination. ◆ Over 70 % attendance rate of students think that the tutorials are useful 	<ul style="list-style-type: none"> ◆ Keep and Improve <ul style="list-style-type: none"> ○ One topic was set throughout this year. More topics will be introduced next year. ○ Students can be encouraged to do the Choral speaking in order to reinforce their knowledge about Chinese poetry. ◆ Keep and Improve <ul style="list-style-type: none"> ○ More writing sessions can be arranged next year. The lessons can be more focused on brainstorming ideas and ways of expressing (Vocab & sentence structure). 			√					
				√	√					

<ul style="list-style-type: none"> ◆ Development of Chinese History teaching-learning materials <ul style="list-style-type: none"> ○ The curriculum of Chinese History for NCS has been well set. ○ Students were asked to do a pre-task of each topic by completing a presentation during the PTH lesson. ○ The topic “War of Resistance against Japan was introduced during lessons for Junior Form students. 	<ul style="list-style-type: none"> ◆ 18 topics related materials are prepared in Junior Form. ◆ 80% students pass the Chinese History Exam (Amended) 	<ul style="list-style-type: none"> ◆ Keep and Improve <ul style="list-style-type: none"> ○ Videos about different Chinese History topics can be prepared for students in order to help them to understand the content. ○ E-learning app “Edpuzzle” can be used for self-directed learning. 		✓			✓		
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Seven Learning Goals:

NGI – National & Global Identity; BK – Breath of Knowledge; LP – Language Proficiency; GS – Generic Skills; IL – Information Literacy; LP – Life Planning; HL – Health Lifestyle

La Salle College Programme Evaluation (2022-23)

Subject Panel / Functional Team: ___Chinese for NCS___

Major Concern 2: ___To enhance the motivation of the NCS boys in learning Chinese___

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a “√”)							
			NGI	BK	LP	GS	IL	LP	HL	
<ul style="list-style-type: none"> ◆ Lunch time Chinese Reading Scheme <ul style="list-style-type: none"> ○ Students have to read at least one designated Chinese Book per school term with a partner which is a local student during lunch time ◆ NCS Chinese e-Learning Scheme to promote Self-directed Learning <ul style="list-style-type: none"> ○ E-learning apps, Quizlet, Nearpod have been used during the Chinese lessons in order to take care of student diversity ○ Students were encouraged to have pre-lesson tasks, learning activities and post-lesson tasks for self-directed learning. 	<ul style="list-style-type: none"> ◆ Students could only read the book by themselves instead of reading with a partner. ◆ Students did not keep a record on reading the books. ◆ Students’ schedule was fully packed during lunch time. ◆ 80% of students agree e-learning platform can help improve their Chinese. ◆ Students think that the online resources are useful as they can do revision at home. 	<ul style="list-style-type: none"> ◆ Keep and Improve <ul style="list-style-type: none"> ○ Students need to read at least one book and hand in a book report per month. ○ The reading sessions may swap to the recess or after school so students can well manage the reading time. ◆ Keep and Improve <ul style="list-style-type: none"> ○ More e-learning apps can be used during the lessons in order to make lessons more interactive and fruitful. 		√	√					
				√	√					

Seven Learning Goals:

NGI – National & Global Identity; BK – Breath of Knowledge; LP – Language Proficiency; GS – Generic Skills; IL – Information Literacy;

LP – Life Planning; HL – Health Lifestyle

La Salle College Programme Evaluation (2022-23)

Subject Panel / Functional Team: ___Chinese for NCS___

Major Concern 3: ___To broaden the horizons of the NCS boys so to have a better life planning___

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a “✓”)								
			NGI	BK	LP	GS	IL	LP	HL		
<ul style="list-style-type: none"> ◆ Study Tour related to Chinese culture <ul style="list-style-type: none"> ○ The trips were cancelled due to the pandemic. ◆ To promote value education through formal and informal curriculum <ul style="list-style-type: none"> ○ To develop positive moral values and attitudes so that students can be informed, active and responsible citizens in the society. ○ To nurture students the ten priority values and attitudes, like responsibility, empathy etc. by making use of the teaching & learning materials. 	<ul style="list-style-type: none"> ◆ Students did not have the chance to join the exchange program due to pandemic. ◆ F.5 students together with the local students join the CSD trip to China. ◆ The Value Education curriculum framework were implemented throughout the academic year. ◆ Students shared what they have learnt after the lessons. 	<ul style="list-style-type: none"> ◆ Keep and Improve <ul style="list-style-type: none"> ○ Encourage more NCS students to participate in the exchange program to China. ◆ Keep 	✓								✓

Seven Learning Goals:

NGI – National & Global Identity; BK – Breath of Knowledge; LP – Language Proficiency; GS – Generic Skills; IL – Information Literacy;
LP – Life Planning; HL – Health Lifestyle

Budget

Item		Details	Expenditure	
1	Hire an NCS Chinese Teachers	1) Teachers to co-teach in Chinese and Putonghua lessons 2) Teachers to conduct extra tutorial classes for needy students	Approx: \$	591,840
2	Integrated cultural experience activities		Approx: \$	3000
3	Teaching Materials		Approx: \$	3000
4	E-learning Resources		Approx: \$	3000
5	Chinese Books Reading Scheme	Books and Prizes	Approx: \$	1000
6	Learning enhancement workshops	Materials, tutorials and administration	Approx: \$	0
		Total:	Approx: \$	601,840

- 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 _____)
- 導讀學習
(年級：_____)
- 其他 (請說明) : _____
- 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，如新春利是封花燈製作 _____
- _____
- 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
空青年團 _____
- 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 _____

3. 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)，並按需要解釋及強調子女學好中文的重要性

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

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。

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2022/23 School Year

Name of School: _____ 喇沙書院 _____

Our school was provided with additional funding by the Education Bureau in the 2022/23 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 2022/23 school year (one or more options can be selected)#:

- Appointing 1 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:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Pull-out learning
(Level(s): <u>F1-F6</u>) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>F1-F6</u>) |

Others (please specify): _____

Other support:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): <u>F1-F4</u>) | <input checked="" type="checkbox"/> Summer bridging course(s)
(Level(s): <u>F1</u>) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input checked="" type="checkbox"/> Paired-reading scheme(s)
(Level(s): <u>F1</u>) |
| <input checked="" type="checkbox"/> Peer cooperative learning
(Level(s): <u>F1-F3</u>) | <input type="checkbox"/> Guided reading
(Level(s): _____) |
| <input type="checkbox"/> Others (please specify): _____ | |
| <input checked="" type="checkbox"/> Translating major school circulars/important matters on school webpage | |
| <input checked="" type="checkbox"/> Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):
<u>Organising cultural activities when there are festivals, e.g. making Chinese traditional lanterns with red packets in Chinese New Year</u> | |
| <input checked="" type="checkbox"/> 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):
<u>Engaging NCS students in uniform groups, e.g. Red-cross, Scout</u> | |
| <input checked="" type="checkbox"/> Other measure(s) (please specify):
<u>Launching Peer-learning scheme: "Big Brother Scheme" in order to help the NCS students to adapt to the school environment</u> | |

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

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, as well as explaining and emphasising the importance for their children to master the Chinese language as appropriate
- Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- 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.