



SCOLAR  
語 常 會



A mission with no end

語文教育及研究常務委員會工作回顧及前瞻

Standing Committee on Language Education and Research:  
Retrospect and Prospects



學得更好、活得更好  
Better Learning and Better Life





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# 前言

隨著全球一體化，中文及英文在世界上日益普及。現時，香港的兩文三語（中文、英文及普通話）語文教育政策，已涵蓋全球最多人口作為溝通的主要語言，也當然成為香港的既有優勢。

語文教育及研究常務委員會（語常會）的一個主要職能，乃是就語文基金的運用，向語文基金託管人提供意見，以提高市民兩文三語的能力。2014 年初，政府向語文基金注資 50 億元作為種子基金，使基金可以因應兩文三語的語文教育政策，就提升香港市民的中文（包括普通話）及英文水平，作出較長遠的規劃。獲注資後，語常會一方面持續資助一些值得推行的兩文三語計劃和項目，另一方面提出新的重點範疇及計劃，以應對社會急速的轉變及嶄新的訴求。

這本小冊子概括地回顧了語常會過去就提高市民兩文三語能力的工作，也載述了近年一些新嘗試和經驗探索，並提出了我們最新的工作方向。我們期望未來與社會各界攜手提升香港的語文水平時，可以有一個更堅實的基礎作參考。

語文教育及研究常務委員會



# 主席獻辭



程介明教授  
語文教育及研究常務委員會主席

## 任重道遠！

在語常會服務的這六年，可算是我一次重要的學習經歷。這過程中令我明白到語文和語文學習對社會的重要性，尤其是香港在其獨特的環境下，語文教育方面顯現出的強項和挑戰。

學習科學的最新發展取得了可觀的成果，且跟語文學習息息相關。它讓我們以一個嶄新的角度去審視語文學習：從了解人類學習語文的基礎條件，轉而關注語文在人類整體學習中的重要位置。按照這種思路，語常會近年不但在幼兒接觸英語方面作出了突破，也在中文教學方面探討了新的取向——特別是在非華語兒童學習中文方面。

語文學習並非單純是一個教學法的問題。一如學習科學理論所揭示，學習語文重要的是在自然和真實的社會環境下作實踐。正是在這樣的背景下，語常會總是跟社會上不同界別的團體開展伙伴合作關係，推出眾多的建議和活動，以期開創和豐富香港的語文學習

環境，讓學生可以跨越課堂，增加語文學習的經驗。

語常會的使命，是幫助香港人，尤其是學生及在職人士，掌握兩文三語。除了一些已開展的重要議題，作為一個規模不大的委員會，語常會仍將一如既往，繼續開展更多新的工作，永不停步，為香港整體社會開拓新的土壤，打開一扇窗戶，讓香港市民在兩文三語的學習上振翅高飛。

A handwritten signature in black ink, appearing to be 'Cheng I-ming'.

程介明  
主席 (2009 - 2015)



# 掌握兩文三語

“語文是一切學習之本，也是終身學習及全人發展的關鍵，是我們獲取和建構知識的工具。”

理解及運用語文的能力，對每個人的智能及社交發展、學術成就及事業前途都有深遠影響。

良好的語文能力對終身學習、對分享知識和經驗、表達意見、傳遞價值觀和態度，都是不可缺少的。知識型社會的發展瞬息萬變，且競爭激烈。年青人具備良好的語文能力，有助他們充分發揮潛能，從容應對種種挑戰。

跳出實際利益的角度來看，良好的語文能力亦開啟了多姿多采的娛樂、社交及文化生活之門，滿足了人們對舒展身心、全人發展

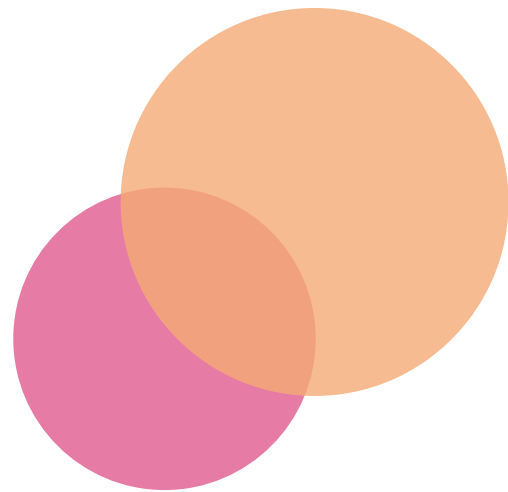
和平衡作息的需求，其重要性也是無庸置疑的。

引伸到社會層面，語文能力是社會繁榮的重要因素。在香港，人們普遍地使用中文和英文已逾百年。香港能成為國際都市，其中一個原因是使用英文的國際商業社會跟普遍使用中文的香港及內地社會相互溝通無間。港人能掌握兩文三語的能力，是本港的一項競爭優勢。

在全球化的大趨勢及中國市場愈趨開放的形勢下，為了應付未來的挑戰，提高香港人的語文能力顯得更形重要。



# 語文教育及 研究常務委員會簡介



“語常會於 1996 年成立，主要就一般語文教育事宜及語文基金的運用，向政府提供建議。”

語常會委員包括著名語文 / 語文教育學者、資深的校長和教師、私營機構人員與及家長。他們會定期舉行會議，並不時審視學生及在職人士不斷轉變的語文需要，以期訂定策略性方向，並確定須優先推行的措施。

自成立以來，語常會即通過運用語文基金，配合政府、其他諮詢組織和持分者的努力，資助並推行不同的措施，以提升港人，尤其是學生和在職人士，兩文三語的能力。

## 1996-2002

進行有關語文學習的研究與發展項目，推行不同的語文計劃

## 2003-2010

提升中文（包括普通話）和英文教師的專業發展及為學校提供校本支援和資助計劃

## 2011-2013

進行有關語文教育議題的研究並持續締造有利學習語文的環境

## 2014 及以後

藉著政府向語文基金注資 50 億元作為種子基金，規劃及推動以學習者為中心的措施，以推廣兩文三語

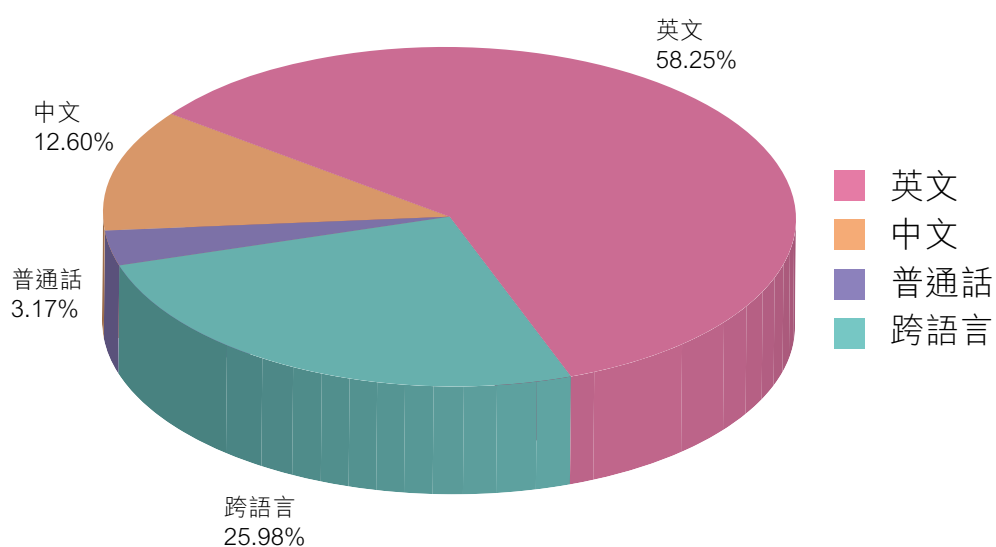
這些措施跟教育局的語文教育政策相輔相成，相關的工作對於提升中、英文的學與教、在學校落實課程改革、提升語文教師專業與及加強香港社會整體語境都有很大的幫助。

# 運用語文基金 提升港人兩文三語能力

語文基金於 1994 年 3 月設立，用以資助各項旨在提高本港市民中文（包括普通話）和英文水平的措施，受惠對象涵蓋在學、在職以至公眾人士。語文基金資助的措施分為 4

大類，即推廣中文、英文、普通話及跨語言的運用；各類計劃按撥款額計算，比例分佈見於下圖。

語文基金資助的 4 類措施的撥款比例  
(1994-2015 年)



(截止 2015 年第一季)



“語文基金以往資助的計劃，包括有關語文教育的研究及發展計劃、為加強學生對學習語文的興趣和信心及照顧學生學習差異而提供的校本支援、提升語文教師專業水平的計劃，與及跟各界建立緊密伙伴關係，以營造有助語文學習的環境的計劃。”

## 致力與社會各界建立伙伴關係

自設立以來，語文基金資助了不同機構（包括本地專上教育院校、中小學、教育團體和政府部門）舉辦各式各樣的計劃和項目，涵蓋不同教育階段（即學前、小學、中學、大專），惠及不同的持分者。近年來，語常會

又特別著重與不同持分者（特別是社會各界）建立更緊密的關係，在學校內外營造有利學生學習語文的環境。語常會希望能以創新方法與社會各界伙伴合作，發揮其力量，善用其資源，從而產生協同效應。

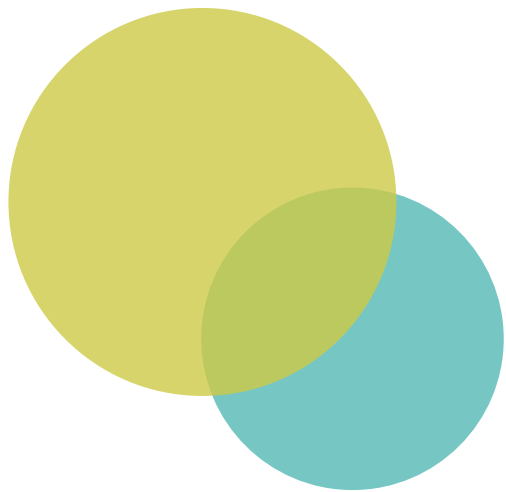
### 語常會曾經合作推動兩文三語的社區伙伴數目

年度	社區伙伴數目
2010/11	19
2011/12	17
2012/13	22
2013/14	20
2014/15	20

### 語文基金所推動的措施的受惠學校數目及人數

年度	受惠學校數目	受惠人數 *
2010/11	1,889	276,762
2011/12	1,555	38,676
2012/13	1,655	131,367
2013/14	1,373	116,166
2014/15 (截止 2015 年第一季)	2,156	175,673

\* 受惠人數包括學界（例如學生、教師和校長）及非學界（例如在職人士及市民大眾）



# 掌握本港語言景觀 參考國際成功經驗

## 語言景觀調查

### 2012 年「香港工作場所語言運用研究」

研究包含定量及定性元素，旨在探討本港不同年齡及職業的在職人士於工作場所中語文運用方面所遇到的困難及挑戰。研究對象包括僱主和僱員，並涵蓋佔本港逾半工作人口的 5 個行業，即：「運輸及物流」、「零售」、「銀行」、「出入口」及「接待」。

據調查所得，在香港工作場所中，最重要的語言是中文（包括廣東話及普通話）和英文。在口語方面，所有行業的語言使用情況均顯示一種獨特的模式：在香港本地溝通，廣東話是佔主導地位的語言；在跟中國內地溝通，普通話則是主要語言；另外，在國際上進行溝通，英語是主流語言。至於書寫語言方面，英文在整體上仍然是香港工作場所中的重要語文。

### 2012 及 2015 年「主題性住戶統計調查」

2012 年初，語常會首次進行有關香港語言使用情況的主題性住戶統計調查。調查由政府統計處進行，旨在研究本港市民在不同情況下，特別是在家庭、工作上和日常接觸媒體時，語言運用的情況。調查工作已經完成，共有 10,044 個家庭曾接受訪問。相關的統計結果可見於統計處的《主題性住戶統計調查第 51 號報告書》\*。

從調查結果可見，香港人非常重視提高語言能力。例如 15 至 65 歲的就業人士中，就口語方面的工作需要，約 61.5% 指會進修英語，其次是普通話（28.4%）及廣東話（4.5%）。在書寫語言方面，英文及中文的相應百分比分別為 83.4% 及 10.7%。

2015 年語常會將會跟統計處再度合作，進行有關香港語言使用情況的調查，希望可以通過跟 2012 年的調查結果進行縱向對比，更深入了解香港的語言景觀。

\* <http://www.statistics.gov.hk/pub/B11302512013XXXXB0100.pdf>

“語常會一直有參照本地及國際的經驗，以助制訂語文教育政策，並為未來語文教育發展打下更堅實的基礎。2012年起，語常會更通過進行語言景觀調查及舉行語文教育國際研討會，重點了解本港的語言景觀與及吸收國際經驗。”

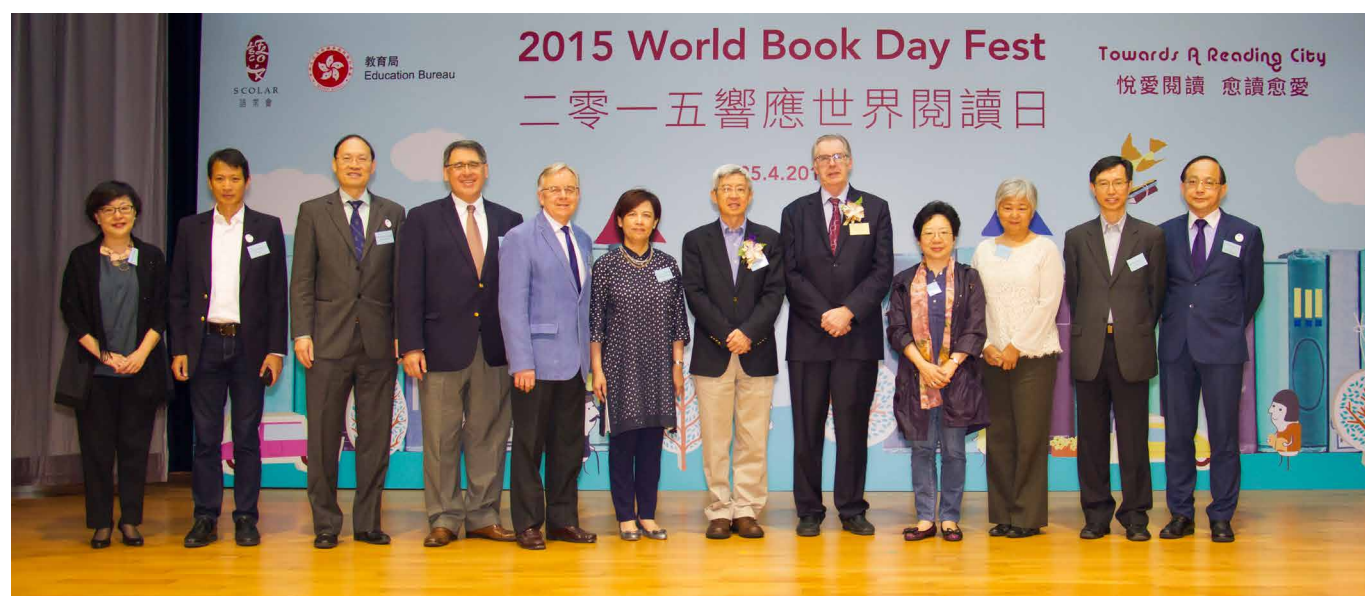
## 2015 年國際圓桌會議

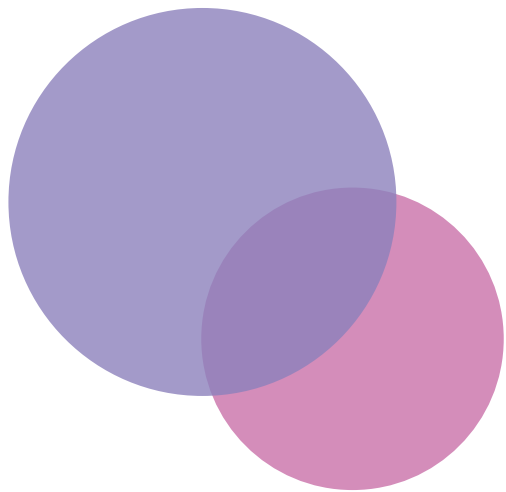
語常會在 2015 年 4 月 22 至 24 日期間，舉辦了「國際圓桌會議」，希望能藉著跟國際知名的專家學者交流有關優質語文學與教的經驗和心得，啟發我們思考如何延續語常會的使命——讓香港市民（尤其是學生和在職人士）能夠掌握兩文三語，從而學得更好、活得更好。

在圓桌會議上，我們邀請了來自歐洲、新加坡、國內與及本地的語文 / 語文教育專家學者作嘉賓講者，分享了他們在當地強化語文教育的見解、長處以至相關的研究工作和經驗。超過五十位本地院校的學者及研究員和

教育局的代表也參與了這聚會，並就如何加強香港語文學與教，進一步分享和交流了他們的觀點。

語常會更在跟教育局合辦的「二零一五響應世界閱讀日」活動中，邀請圓桌會議中來自歐洲的講者 Piet VAN DE CRAEN 教授，就優質語文的學與教為本港的校長和教師作主題演講。





# 與學界攜手提升 學生學習語言興趣

## 學前優質英語教學計劃

無論是針對整體發展或語文學習，幼兒教育都應該為孩子打好基礎。在 2007/08 學年，語常會建基於之前的研究為本先導項目（幼兒英語教育先導項目），推出了「學前優質英語教學計劃」。這項研究與發展計劃主要是為香港學前教育探索和發展更有效的優質英語教學模式。計劃自推出以來，共有 290 所幼稚園及 880 位教師參與。



## 英語大聯盟 2012/13— 創造我們的閱讀紀錄！

為慶祝世界閱讀日，2013 年 4 月 23 日語常會在香港大球場舉行了英語大聯盟 2012/13 —「創造我們的閱讀紀錄！」活動。教育局局長吳克儉、前教育局常任秘書長謝凌潔貞、語常會主席程介明教授及其他語常會委員，聯同約 15,000 名中小學生、其家長、老師、校長，和來自專上院校的學生義工一起締造了「最多人一起講故事」和「最多人齊聲朗讀」的香港紀錄。





“語常會一直舉辦及支持多項計劃和項目，讓學生即使在課室以外，也可以有一個良好的語文學習環境，以提升他們的中、英文水平。”

## 輕鬆散步學中文



自 2012/13 學年起，語常會銳意向本地學生推廣中文寫作，以期加強學校的寫作風氣，提升學生的寫作興趣和寫作能力。「輕鬆散步學中文」項目已前後舉辦了四期。這項目藉每月一次的文學景點考察，由青年作家引領學生觀察、感受文學作品內容的現場及賞析文學作品，培養寫作志趣；又透過建構十八區文學地景資源庫、舉辦寫作成果分享會及大型公開講座、出版作品集，促進學生交流寫作的經驗，並與學界分享計劃成果。

## 全港中小學普通話演講比賽

語常會每年均舉辦多項推廣普通話活動，旨在為學生在課堂以外提供多元化和靈活的學習環境，讓他們有更多接觸和運用普通話的機會。當中的「全港中小學普通話演講比賽」，為學界最大型的演講比賽，旨在推動本港學界的普通話學習風氣，提升學生的語文能力。





# 鼓勵社會各界參與 營造豐富語境

## 普通話電視節目

2013/14 學年，語常會推出電視節目《反斗普通話》，以 7 段各 30 分鐘的戲劇，示範在不同情境下如何使用普通話。



## 支援非華語兒童學習中文



語常會自 2012/13 學年開始跟非牟利機構合作，舉辦以地區為本的計劃，鼓勵及支援 3 至 9 歲非華語兒童盡早學習中文。語常會希望透過舉辦有趣而又具教育意義的活動，盡早提升他們學習中文的興趣。計劃至今已連續舉辦了三個學年。

“為了創設及培育有利香港人（尤其是學生及在職人士）學習語文的環境，語常會跟社會上不同的伙伴合作，舉辦各種推廣閱讀、跟語文教育和語文運用有關的計劃和項目，從而豐富香港的語言環境。”

### 參觀律師事務所及高等法院



語常會跟香港律師會合作，於 2012 年至 2013 年期間，為中四至中五學生安排參觀律師事務所及高等法院。過程中學生可以體會該行業的英語運用情況，並跟律師以英語交談，讓學生對律師的工作有進一步認識。

### 贊助「香港最佳新聞獎」

「香港最佳新聞獎」由香港報業公會舉辦，語常會自 2002 年起，透過語文基金贊助其

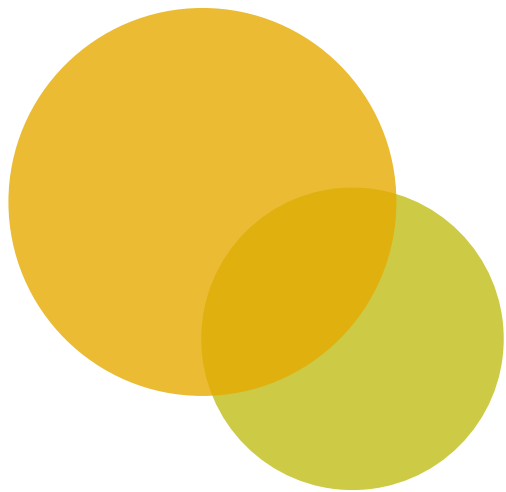
中的寫作組獎項，以嘉許高水平的新聞寫作，鼓勵印刷媒體提升語文水平。



### 義務語文大使計劃

語常會於 2012/13 學年委任了 20 位傑出的中三至中五學生為「義務語文大使」。語常會同時邀請社會上的合作伙伴提供訓練不同技巧的工作坊或不同範疇的義務工作機會，讓學生在真實環境中運用英語及 / 或普通話。





# 投資為未來 學得更好 活得更好

香港中英並重的語文政策，涵蓋世界各地最常用的兩種溝通語言。在全球一體化及社會對人們的語文水平有愈來愈高的要求下，我們須在成功經驗及現行做法的基礎上，對語文基金作較長遠的規劃，務求令香港市民（特別是學生及在職人士）可以提升語文能力。

就語文基金在 2014 年獲得政府注資 50 億元作為種子基金，語常會將繼續投放資源，培養人才，務求令香港市民（特別是學生及在職人士）更好地掌握兩文三語。我們旨在盡早充分發揮學生潛能，提升他們的語文能力，讓他們可以配合社會及經濟不斷演變的需要，實踐個人抱負，從而保持香港作為國際都會的競爭力。

## 六個以學習者為本的重點範疇：

- 進行有關本地及國際語文教育的追蹤研究和比較研究，以助有效制訂和推行語文教育政策；
- 加強對幼童學習中、英文的支援；
- 加強語文教師的專業裝備及持續發展；
- 照顧學習者的學習差異，包括非華語學生的需要；
- 與有關持分者，特別是社會人士合作，在學校內外營造有利學生學習語文的環境；以及
- 配合語言景觀的轉變，提升本地在職人士的語文水平。

## 2013 年 7 月 - 2015 年 6 月 語文教育及研究常務委員會委員名單

### 主席

程介明教授，S.B.S.，J.P.

### 委員

顏哲思教授

陳國威先生

陳瑞端教授

簡金港生女士

何志盛博士，J.P.

黃嘉純先生，J.P.（2015 年 2 月 6 日起）

劉志權先生，J.P.

梁志堅女士

梁翠珍女士

馬清楠先生，J.P.

唐大威先生，M.H.

曾永強先生

楊明倫博士

### 當然委員

教育局副秘書長

課程發展議會中國語文教育委員會主席

課程發展議會英國語文教育委員會主席

課程發展議會幼兒教育委員會主席

教師及校長專業發展委員會主席

香港考試及評核局秘書長或其代表



## Preface

Against the backdrop of globalisation, Chinese and English have become widely used languages. Therefore, Hong Kong, with its biliterate and trilingual (Chinese, English and Putonghua) language education policy covering these two languages for world-wide communication, entitles a promising and competitive advantage.

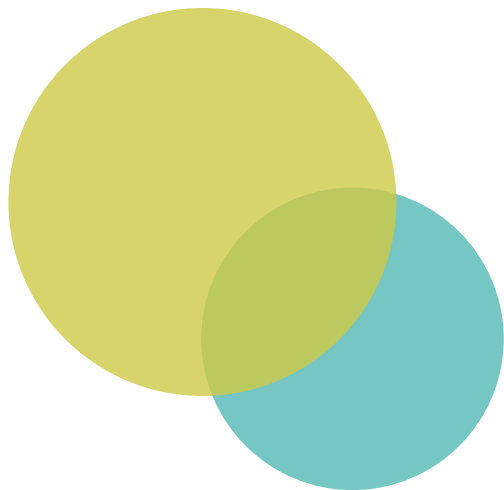
The Standing Committee on Language Education and Research (SCOLAR), with a view to enabling the people of Hong Kong to become biliterate and trilingual, advises the Government on language education issues and the use of the Language Fund. The Government injected an amount of \$5 billion, in the form of seed capital, to the Language Fund in early 2014. Such injection facilitates longer term planning, which is in line with the biliterate and trilingual language policy, in enhancing the proficiency in the use of Chinese (including Putonghua) and English by the people of Hong Kong. After the injection, SCOLAR continues to facilitate the promotion of biliteracy and trilingualism by funding various projects and programmes, and simultaneously, to propose new strategic areas of initiatives to meet the evolving societal needs.

This publication documents the initiatives implemented by SCOLAR through the use of the Language Fund and explicates the new initiatives, experience as well as future directions for the promotion of biliteracy and trilingualism to enhance the language proficiency of the people of Hong Kong. With a solid foundation of what has been done so far, we hope to further work in collaboration with different stakeholders of the community to raise the language standard of the people of Hong Kong in the near future.

Standing Committee on Language Education and Research







## Message from the Chairman



Professor CHENG Kai-ming,  
Chairman of SCOLAR

### A mission with no end!

The six years I spent with SCOLAR has been an immense learning experience. It allows me to understand the importance of language and language learning in a society, and particularly, the strengths and challenges of language education in Hong Kong in her unique context.

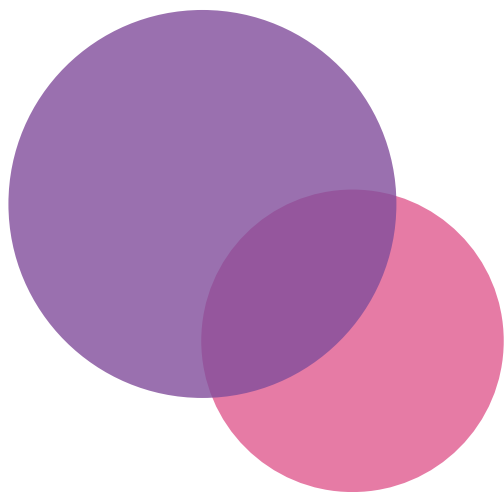
The latest development in the Science of Learning is of paramount significance and relevance to language learning. It brings to light new perspectives of looking at language learning; from understanding the fundamentals of how human beings learn languages to the crucial position of language learning in human learning in general. Going along this line, SCOLAR has not only launched a breakthrough in supporting English language exposure at pre-primary level but also explored new approaches in Chinese language learning in recent years, especially the learning of Chinese language among the non-Chinese speaking children.

Language learning is not only a matter of pedagogy. As affirmed by theories of the Science of Learning, the essence of language learning is practising the language in a natural, authentic social environment. In this context, SCOLAR has built partnership with different sectors of society and supported a plethora of initiatives and activities with a view to creating and enriching the language learning environment of Hong Kong at large, as well as increasing exposure

of students, bringing their language learning experiences beyond classrooms.

The vision of SCOLAR is to make our people, in particular, our students and workforce, to become biliterate and trilingual. Apart from the essential agenda that we have been working on, SCOLAR, though a small committee, will continue to break grounds and create windows for the entire Hong Kong community to scale new heights in respect of language learning in the future. What is ahead of SCOLAR is much more than what it has done. SCOLAR is ever creating new tasks for itself, nonstop.

Kai-ming CHENG  
Chairman, 2009-2015



# To be Biliterate and Trilingual

“Language is fundamental to all learning for life-long education and whole-person development. We use language to acquire and construct knowledge.”

The ability to understand and master language has a profound impact on the cognitive and social development, academic achievement and career prospects of every individual.

Good language ability is essential for life-long learning and the communication of knowledge, ideas, values, attitudes and experience. It enables our younger generation to realise their full potential and cope effectively with the challenges of a rapidly changing and keenly competitive knowledge-based society.

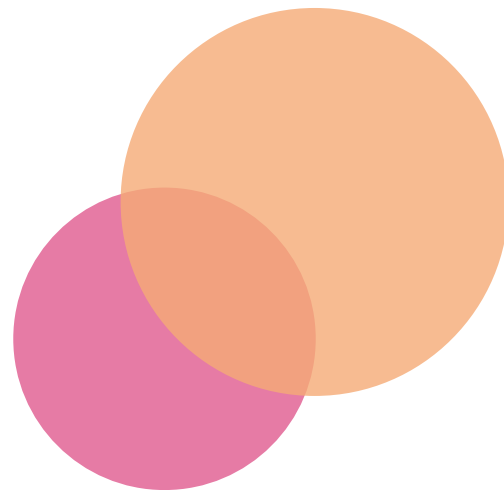
On the lighter yet equally important side, mastery of language also opens doors for the individuals to the colourful world of entertainment, social and cultural life for their much needed recreation, whole-person development and work-life balance.

In a wider context, the language ability of a community is key to its prosperity. In Hong Kong, Chinese and English have been commonly used for more than a century. One of the key factors for Hong Kong being an international city has been the effective communication between the English-speaking global business community and the Chinese-speaking community in Hong Kong and Mainland China at large. Therefore, being biliterate and trilingual has been our competitive advantage.

Increasing globalisation and a more open China market have made it more important than ever to enhance the language ability of the community to meet the challenges of greater competition.



# Standing Committee on Language Education and Research



“ SCOLAR was established in 1996 to advise the Government on language education issues and the use of the Language Fund. ”

Members of SCOLAR, comprising renowned language/language education academics, experienced principals and teachers, private sector personalities and parents, meet regularly to map out the strategic directions of language education and identify priority initiatives so as to meet the changing language needs of our students and the workforce.

Since its establishment, with a view to enabling the people of Hong Kong, particularly students and working adults, to become biliterate and trilingual, SCOLAR, through the use of the Language Fund, has complemented and supplemented the efforts of the Government, other advisory bodies and stakeholders by funding and implementing various initiatives.

## 1996-2002

*Implemented research and development projects on language learning and conducted language projects to enrich the language environment*

## 2003-2010

*Strengthened professional development of Chinese language (including Putonghua) and English language teachers, provided school-based support and offered grant schemes to schools*

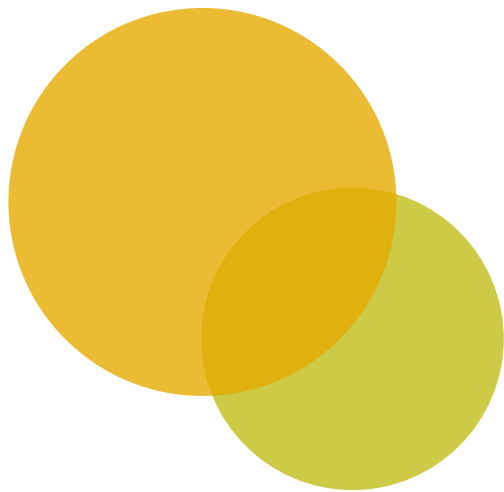
## 2011-2013

*Conducted research studies on language education issues and continued to create a facilitating language environment*

## 2014 and onwards

*To plan and implement learner-centred initiatives with the new injection of \$5 billion, in the form of seed capital, into the Language Fund for continuously facilitating the promotion of biliteracy and trilingualism*

The various initiatives complementing the language education policy of the Education Bureau and its work enhanced Chinese and English language learning and teaching, facilitated the implementation of curriculum reform in schools, enhanced professional development of language teachers and created a facilitating language learning environment in the community.

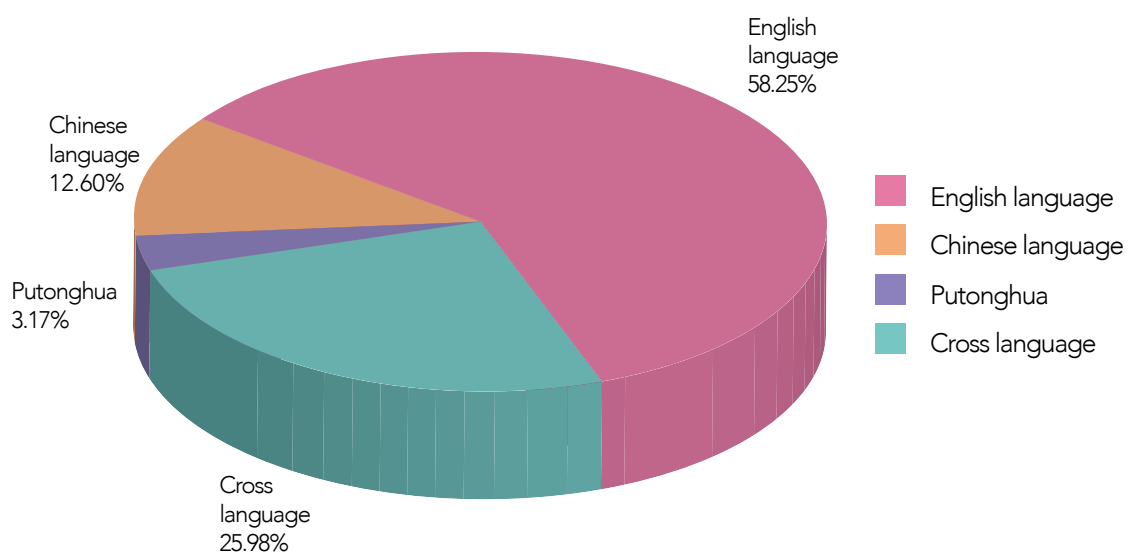


# Use of Language Fund for Enhancing Language Proficiency

The Language Fund was established in March 1994 to enhance Chinese (including Putonghua) and English language proficiency of the people of Hong Kong through funding a wide range of initiatives for students, the workforce and the general public. The

various initiatives include the promotion of the use of Chinese language, English language, Putonghua and cross languages. The following diagram illustrates the use of the Language Fund.

**Initiatives Funded by Language Fund,  
1994-2015 (By Languages)**



(up till the first quarter of 2015)

“ Projects and programmes funded and supported by the Language Fund in the past included research and development projects on language education, school-based support to raise students' interest and confidence in language learning and to cater for learners' diversity, enhancement of the professional development of language teachers, and creation of a facilitating language learning environment through working in partnership with various sectors. ”

## Strive to Nurture a Partnership with Community Partners

Since its establishment, the Language Fund has funded various organisations (including local tertiary education institutes, primary and secondary schools, educational bodies and government departments) to implement various language projects and programmes and benefit stakeholders of different

stages of education, that is, pre-primary, primary, secondary and post-secondary education. In recent years, SCOLAR strives to nurture a closer partnership and form a stronger alliance with various stakeholders, especially community partners to leverage on their efforts, resources and synergy for innovative methods of creating a facilitating and conducive language learning environment for students at all levels of education.

### Number of Community Partners of SCOLAR for the Promotion of Biliteracy and Trilingualism

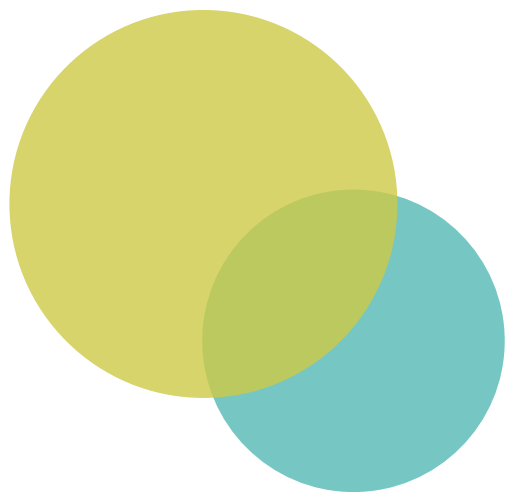
School Year	Number of Community Partners
2010/11	19
2011/12	17
2012/13	22
2013/14	20
2014/15	20

### Number of Schools and People Benefited from the Initiatives Funded by the Language Fund

School Year	Number of Schools	Number of People*
2010/11	1,889	276,762
2011/12	1,555	38,676
2012/13	1,655	131,367
2013/14	1,373	116,166
2014/15 (up till the first quarter of 2015)	2,156	175,673

\*The number of people benefited from the projects included stakeholders of the school community (e.g., students, teachers and principals) and other stakeholders of the community (e.g., the workforce and the general public).





# Keep Abreast of Local Language Landscape and International Experience

## Language Landscape Studies

### **Study on the Use of Language in the Workplace of Hong Kong 2012**

This study, involving both quantitative and qualitative elements, examined the problems and challenges of working adults of different age and occupation in the use of language at the workplace of Hong Kong. The Study covered both employers and employees across five major industry sectors in Hong Kong which involved more than half of the working population of Hong Kong. The five industry sectors are transport and logistics, retail, banking, import and export, and hospitality.

According to the Study, the most important languages used in the Hong Kong workplace are Chinese (including Cantonese and Putonghua) and English. For spoken languages, a distinctive pattern of language use emerges across all industry sectors. Locally, in Hong Kong, Cantonese is very much the dominant language of choice, whereas in Mainland China, the default language is Putonghua, and English is the majority language of choice for international communication. For written languages, English remains an important language of written communication in the Hong Kong workplace.

### **Thematic Household Survey on the Use of Language in Hong Kong 2012 and 2015**

The Survey was first commissioned to the Census and Statistics Department by SCOLAR in early 2012 to study the use of language of the people of Hong Kong in different contexts, in particular, at home, at work and during their daily exposure to the media. The Survey\* in 2012 was completed and a total of 10, 044 households were successfully enumerated.

Findings of the Survey indicated that people of Hong Kong valued the enhancement of their language ability. Among employed persons aged 15 to 65, 61.5% expressed that English was the spoken language that they would like to learn and study further most for the sake of work, followed by Putonghua (28.4%) and Cantonese (4.5%). For written languages, the corresponding percentages for English and Chinese were 83.4% and 10.7% respectively.

The Thematic Household Survey on the Use of Language in Hong Kong will be commissioned to the Census and Statistics Department by SCOLAR again in 2015. By comparing the differences between the findings of the Survey of 2012 and 2015, it is hoped that we may have a better understanding of the language landscape of Hong Kong.

\* <http://www.statistics.gov.hk/pub/B11302512013XXXXB0100.pdf>

“ Making reference to local and international practices and experience facilitates the formulation of language education policy and builds a solid foundation for the future development of language education. From 2012 onwards, SCOLAR has been striving to acquire a holistic view of the development of the language landscape in Hong Kong and keep abreast of the international experience through conducting language landscape studies and organising an international forum on language education. ”

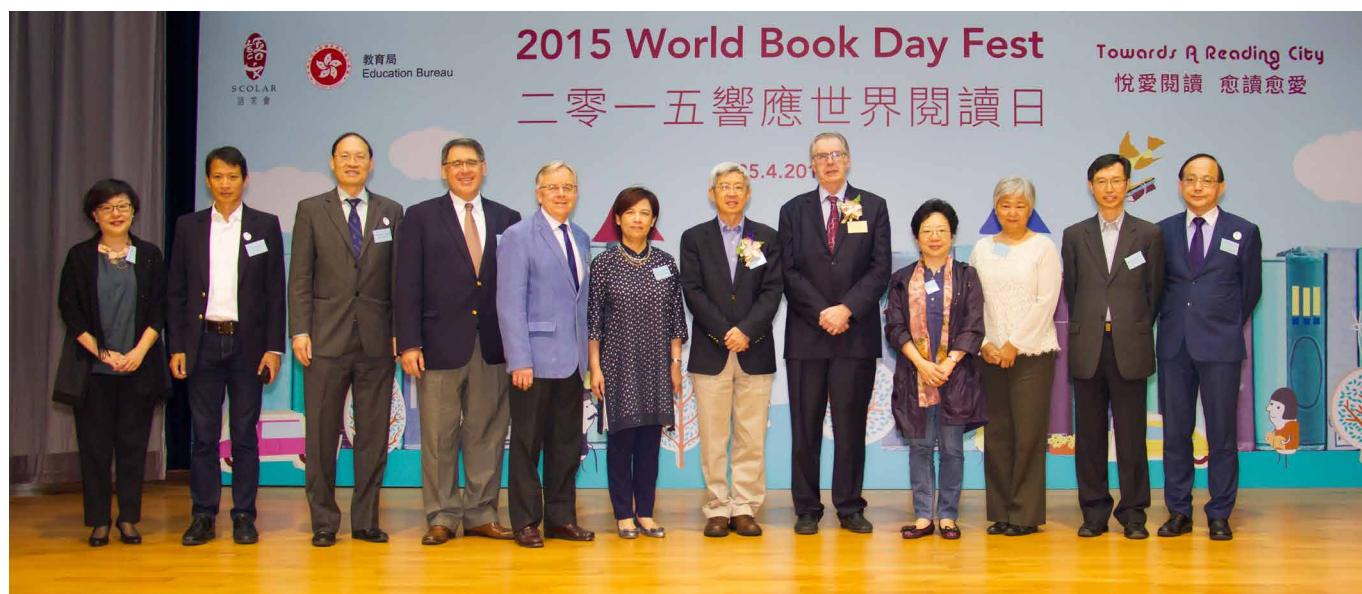
## International Round Table 2015

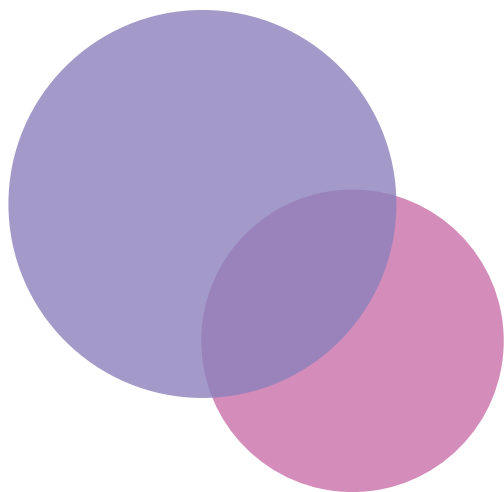
With a view to keeping abreast of the international perspectives and experience on quality language learning and teaching for charting the way forward in continuing its vision in enabling the people of Hong Kong, in particular, students and the workforce, to become biliterate and trilingual to attain better learning and better life, SCOLAR organised the International Round Table on 22 to 24 of April in 2015.

In the roundtable sessions, language/language education experts/researchers of the European countries, Mainland China, Singapore and Hong Kong were invited as guest speakers to share their knowledge and expertise as well as related research work and experience of enhancing language education in the European countries, Singapore, Mainland China and Hong Kong. More than 50 academics and researchers of the local tertiary

institutions and representatives of the Education Bureau also participated in the event and further exchanged and shared their views on how to enhance the language learning and teaching in Hong Kong.

Professor Piet VAN DE CRAEN of the European countries, one of the guest speakers of International Round Table, also delivered a keynote speech on quality language learning and teaching to principals and teachers in the “2015 World Book Day Fest” co-organised by SCOLAR and the Education Bureau.





## Collaborate with Schools to Arouse Students' Interest

### Quality English Language Education at Pre-primary Level Project

Pre-primary education lays the foundation of children on all fronts including language education. In the 2007/08 school year, SCOLAR, riding on the experience of a research-based pilot project on English language education at the pre-primary level, launched a research and development project called 'Quality English Language Education at Pre-primary Level Project'. The objective of the Project is to explore and develop more effective ways of quality English language exposure to children at the pre-primary level in Hong Kong. Since then, about 290 pre-primary schools and 880 teachers have participated in the project.



### English Alliance 2012/13 – 'Create Our Own Reading Records!'

To celebrate World Book Day, SCOLAR held the English Alliance 2012/13 - 'Create Our Own Reading Records!' at the Hong Kong Stadium on 23 April 2013. The Secretary for Education, Mr Eddie NG Hak-kim, together with the former Permanent Secretary for Education, Mrs Cherry TSE, the Chairman of SCOLAR, Professor CHENG Kai-ming and other SCOLAR members, joined 15,000 primary and secondary school students, their parents, teachers, principals and voluntary student facilitators from post-secondary and tertiary institutions, created Hong Kong's own reading records of 'Most People Telling a Story Together' and 'Most People Reading Aloud Together'.





“ SCOLAR has been organising and supporting various projects and programmes to create a more facilitating language learning environment beyond classrooms to help Hong Kong students achieve Chinese and English proficiency. ”

### Fun with Learning Chinese Language through Literary Walk

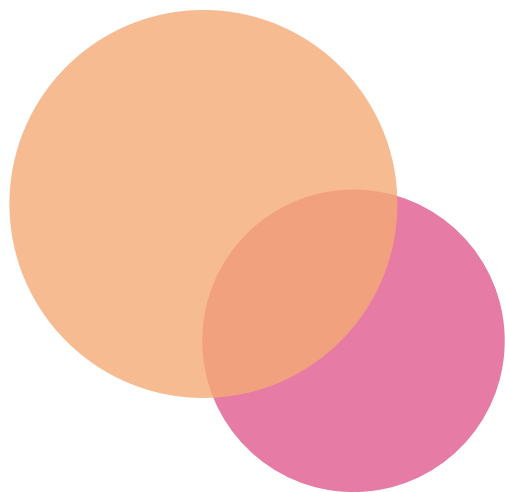


Since the 2012/13 school year, SCOLAR has focused on promoting Chinese writing to local students with a view to nurturing writing culture in schools, arousing students' interest and enhancing their proficiency in writing. The project 'Fun with Learning Chinese Language through Literary Walk' has been organised in four phases. It aims at arousing students' interest in writing through monthly literary walk, guided by young writers, to various literary spots for a taste of literature appreciation. In addition, the programme also aims at promoting exchanges and sharing among students on writing through establishing a database of literary landscape of different districts, organising sharing sessions and large-scale talks as well as publishing an anthology.

### Putonghua Public Speaking Competition for Primary and Secondary Schools

To create a more conducive language environment for the use of Putonghua beyond classrooms and to provide opportunities of using Putonghua for students, SCOLAR funds various activities to promote the use of Putonghua every year. One of the activities is the 'Putonghua Public Speaking Competition for Primary and Secondary Schools', the largest competition of this kind in school sector that aims at promoting the use of Putonghua and enhancing students' language ability.





# Engage the Community to Enrich Language Environment

## Putonghua Television Programme

In the 2013/14 school year, SCOLAR launched a television programme which composed of seven 30-minute drama episodes to demonstrate the use of Putonghua in different contexts.



## Project on Supporting Non-Chinese Speaking Children in Learning Chinese



Since the 2012/13 school year, SCOLAR has been collaborating with non-governmental organisations to organise district-based, interesting and educational programmes to motivate and support non-Chinese Speaking children aged between 3 to 9 to learn Chinese in their early years. The Project has been running for three consecutive school years.



“ With a view to creating and nurturing a facilitating language learning environment for the people of Hong Kong, particularly students and the workforce, SCOLAR engages various community partners to organise different projects and programmes to promote reading, language education and language use, thereby enriching the language environment of Hong Kong. ”

### Visit to Law Firms and High Court



SCOLAR, in partnership with the Law Society of Hong Kong, organised visits to local law firms and High Court for Secondary 4 and Secondary 5 students in 2012 and 2013. During the visits, students had an opportunity to appreciate the use of English in the workplace, talk to lawyers in English and learn more about the legal profession.

### Sponsoring 'Hong Kong News Awards'

Organised by the Newspaper Society of Hong Kong, SCOLAR has been supporting, through the use of the Language Fund, the Writing Section of the Hong Kong News Awards since 2002 to recognise news

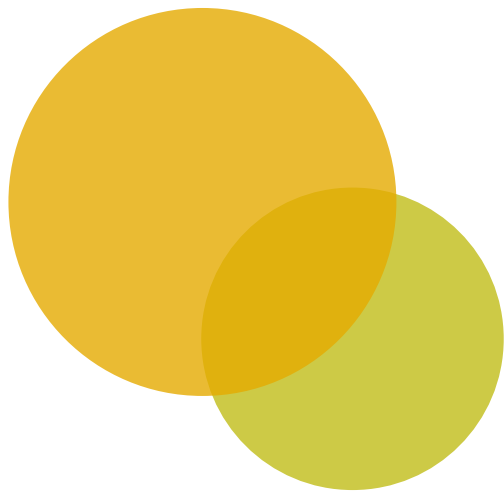
writing of high language standard and encourage the print media to raise its language standard.



### Voluntary Language Ambassador Programme

Twenty outstanding Secondary 3 to Secondary 5 students were appointed by SCOLAR as language ambassadors in the 2012/13 school year. With the support of various community partners, the language ambassadors were provided with opportunities to acquire different techniques to use English and/or Putonghua in training workshops as well as at various real-life occasions through serving as volunteers.





# Invest in Better Learning and Better Life

The language policy of Hong Kong has covered two of the most widely used languages, Chinese and English, for world-wide communication. Against the backdrop of globalisation and rising expectation of the community in regard to the language standards of our people, there is a need to build on successful experience and existing practices to map out a longer term strategic plan on how to make use of the Language Fund to implement new initiatives to further enhance the language proficiency of the people of Hong Kong, particularly students and the workforce.

With the \$5 billion injection, in the form of seed capital, into the Language Fund in 2014, SCOLAR will continue to invest in our human resources and strive to make our people, particularly our students and the workforce, to be biliterate and trilingual. We aim at unleashing the full potential and enhancing the language proficiency of our students from early age to a level that can help them meet personal aspirations and the evolving societal and economic needs to attain better learning and better life. This will in turn maintain Hong Kong's competitive edge as an international city.

## Six learner-centred key strategic areas of initiatives:

- Facilitating effective language education policy formulation and implementation through initiating longitudinal research and comparative studies in local and international settings;
- Strengthening support of language learning in Chinese and English in very early years;
- Enhancing professional preparation and continuing development of language teachers;
- Catering for learner diversity, including the needs of non-Chinese speaking students;
- Creating and nurturing a facilitating language learning environment for students in and beyond classrooms through working in partnership with relevant stakeholders, in particular the community; and
- Raising language proficiency of the Hong Kong's workforce in response to the changing language landscape.

## Standing Committee on Language Education and Research

### List of Members (July 2013 – June 2015)

#### Chairman

Professor CHENG Kai-ming, S.B.S., J.P.

#### Members

Professor Stephen ANDREWS

Mr CHAN Kwok-wai, Patrick

Professor CHAN Shui-duen

Mrs CUNNINGHAM KING Kong-sang, Mimi

Ir Dr HO Chi-shing, David, J.P.

Mr HUANG Lester Garson, J.P. (with effect from 6 February 2015)

Mr LAU Chi-kuen, Tavier, J.P.

Ms LEUNG Chi-kin, Gloria

Ms LEUNG Chui-chun, Jane

Mr MA Ching-nam, J.P.

Mr TONG Tai-wai, Raphael, M.H.

Mr TSANG Wing-keung

Dr YANG Anson

#### Ex-officio Members

Deputy Secretary for Education

Chairperson of Curriculum Development Council's Committee on Chinese Language Education

Chairperson of Curriculum Development Council's Committee on English Language Education

Chairperson of Curriculum Development Council's Committee on Early Childhood Education

Chairperson of Committee on Professional Development of Teachers and Principals

Secretary General of Hong Kong Examinations and Assessment Authority or representative



SCOLAR

語 常 會

語文教育及研究常務委員會 (語常會)

地址： 香港九龍九龍灣宏光道39號宏天廣場1702室  
電話： (852) 3165 1184  
傳真： (852) 3150 8018  
電郵： [scolar\\_enq@edb.gov.hk](mailto:scolar_enq@edb.gov.hk)

Standing Committee on Language Education and Research (SCOLAR)

Address: Room 1702, Skyline Tower, 39 Wang Kwong Road,  
Kowloon Bay, Kowloon, Hong Kong  
Tel: (852) 3165 1184  
Fax: (852) 3150 8018  
Email: [scolar\\_enq@edb.gov.hk](mailto:scolar_enq@edb.gov.hk)

