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20 November 2008

Miss Odelia Leung
Clerk to Education Panel
Legislative Council
Jackson Road, Central
Hong Kong

Dear Miss Leung,

Executive Summary
Report on Study on Tracking the Adaptation and Development of
Non-Chinese Speaking Children in Mainstream Schools

The Administration reported at the Education Panel meeting on 9 January 2006 [LC Paper No. CB(2)779/05-06(01)] that EDB had commissioned the Chinese University of Hong Kong to conduct a 3-year longitudinal Study on Tracking the Adaptation and Development of Non-Chinese Speaking Children in Mainstream Schools (the Study) in November 2004. The Study tracked the development and adaptation of the NCS children allocated to Primary 1 under the Primary One Admission system in mainstream schools in the 2004/05 school year until these students completed Primary 3 in the 2006/07 school year.

We are pleased to inform Panel members that the Study has been completed. In this connection, I should be grateful if you would arrange to dispatch the bilingual Executive Summary of the Report on the Study (attached) to Panel members for their reference. The full Report would be placed in the Kowloon Tong Education Resource Centre for public reference as from 21 November 2008.

For enquiries, please contact Mrs Anissa Wong at 3540 7443.

Yours sincerely,

(Ms Mable Chan)
for Secretary for Education

**Tracking the Adaptation and Development of Non-Chinese Speaking
Children (NCS) in Mainstream Schools**

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The Chinese University of Hong Kong

11 November, 2008

Executive Summary

Overall Conclusion

To facilitate the early integration of ethnic minority students into the local education system, the arrangement for allocation of non-Chinese speaking (NCS) children under the Primary One Admission (POA) system was revised starting from the 2004 POA cycle (for admission to Primary 1 in September 2004). NCS children may choose mainstream schools or the 7 schools that traditionally admit a larger number of ethnic minority students. Through in-depth interviews and questionnaire surveys with principals, teachers, school counselors, students and parents, as well as by collecting students' examination results, the present 3-year longitudinal research assessed the potential integration problems, tracked students' development, provided evidence-based assessment of the appropriate stage to pursue integration, and identified noteworthy aspects in this integration process.

1. Assessment of Possible Integration Problems of the NCS Children

Understandably NCS students tended to face various possible difficulties when admitted to mainstream Chinese schools, which included:

- a. Most schools had limited experience in teaching NCS students (half of the schools admitted their first NCS student in the last 5 years).
- b. Most NCS (77%) students were in schools with less than 10 other NCS students in the same schools.
- c. Only a minority (5%) of NCS students used Cantonese at home (15% spoke English). Their parents had limited spoken Cantonese (1/3 fathers & 1/2 mothers had none) and reading Chinese (75% fathers & 82% mothers had none).
- d. In comparison to the Chinese-speaking (CS) counterparts, the NCS parents were slightly less educated (e.g., 65% fathers and 60% mothers of CS had secondary education versus 41% and 26% in NCS), more unemployed (4% CS versus 15% NCS), and had lower income (e.g., CS 46% in \$10000-29999 categories versus NCS 28% only).
- e. NCS students were very much weaker in Chinese and slightly weaker in Mathematics than their CS counterparts at the point of P.1 admission.

Nevertheless, there were similar or sometimes conducive factors that possibly helped the integration of NCS in mainstream Chinese schools, such as:

- a. Most NCS (92%) were born in Hong Kong, lived with their fathers (83% in both NCS and CS groups) and mothers (98% NCS versus 92% CS) at home, with parents here in Hong Kong for over 10 years (fathers mean = 13 years, mothers mean = 11 years).
- b. Most NCS students (88%) had a kindergarten education, mainly through English (73%), for an average of 2.59 years (versus 85% with kindergarten education, 20% in English, and 2.78 years among CS).
- c. Only a minority of NCS students (4% in NCS versus 5% in CS) had been diagnosed with special learning difficulties.
- d. A sizable number of NCS parents were fluent in spoken and written English (50%-60% among NCS; 25%-30% among CS).
- e. NCS students had better English competence at the point of P.1 admission.
- f. The NCS and CS students did not differ substantially in terms of the availability of other helpers at home to advise on academic matters.

2. Tracking NCS Students' Development and Providing Evidence-based Assessment of Whether POA is the Appropriate Stage to Pursue Integration

As evidenced from findings in this research, despite some challenges, the revised POA arrangements for NCS students were generally quite successful in that:

- a. The revised POA arrangements succeeded in raising the popularity of mainstream schools to NCS children. More and more NCS students were admitted to their schools when the targeted NCS students were promoted to P.2 and P.3 (at P.1, 77% of targeted NCS students had less than 10 other NCS students in their school → 50% in P.2 → 39% in P.3).
- b. The revised arrangements had been strongly endorsed by various parties, including principals, teachers, and NCS parents. All of them believed: NCS students had not been discriminated against, NCS students had no problems in making friends with others, and NCS parents had the right to send their children to the mainstream Chinese schools.
- c. Chinese, English, Mathematics, and class teachers all consistently felt that NCS and CS students very much enjoyed going to schools, though their interest in Mathematics declined slightly in progressing to P.3. NCS and CS students' interest in Chinese and English was not substantially different; while Mathematics and class teachers rated CS students enjoyed going to schools more than NCS students. Chinese and Mathematics (but not English) teachers perceived NCS students being fallen behind the class as compared to CS counterparts.
- d. NCS students often did not hand in their Chinese, English and Mathematics homework on time and were absent more often than their CS counterparts. Differences were smaller but trends were similar in that NCS students were more "inattentive in class", "avoid learning", and "very shy". However, NCS students were better behaved (less: "disruptive in class", "impolite to teachers", "aggressive, argumentative with classmates", and "bully others").
- e. The school (principals, teachers) and the parents also believed an early integration was desirable for the NCS students to adapt to the Chinese community in Hong Kong.
- f. According to teachers' judgement, most of the NCS students started at a level lower than the class average in Chinese and Mathematics in P.1. They were particularly weak in Chinese reading and writing and were slightly better in listening and oral skills. After one year, NCS students were close to fluent in listening and speaking, and were able to read and write simple Chinese sentences. NCS students started and continued to have substantially higher English proficiency than their CS counterparts.
- g. Students' academic performance from P.1 to P.3 were traced and compared.
 - i. NCS students were definitely improving much faster than CS classmates and control group in their total, Chinese, English, and Mathematics examination results.
 - ii. NCS students started with a slightly higher level of English and a lower level of Mathematics and progressed a bit faster in both subjects than their CS classmates. The differences in NCS and CS students' English and Mathematics were much smaller than those in the Chinese and the total scores.
 - iii. About 19% of the NCS students considered Chinese language a challenge and they needed help because they were still at a level very much below the class average or progressed more slowly than their classmates. Correspondingly, there were 30% and 11% of NCS students whose Mathematics and English examination performance respectively needed help, though the differences between NCS and CS students might not be as large.
 - iv. All in all, despite some cases still needed attention and help, most NCS students who studied in mainstream schools benefited from mainstream schooling: 78% of cases in terms of total scores, 81% in terms of Chinese scores, 89% in terms of English scores, and 70% in terms of Mathematics scores. These students either made improvements similar to their classmates, stayed around the class average, or improved faster than their classmates.
- h. There were no strong evidence to support that NCS students' improvement was related to

their ethnic background, general intelligence, and language used at home.

- i. NCS students would perform better if they initially had higher Chinese, English or Mathematics competency, or if their parents had better Chinese competence.
- j. Also interviews with teachers and analyses of NCS students' backgrounds strongly suggested that Chinese kindergarten education was extremely important in preparing NCS students for mainstream Chinese school education.
- k. Undoubtedly, a lot of the tailored remedial activities (before /during/after class teaching or other activities) and adapted curricula for the NCS students were effective. The quality teaching and the accommodating school culture were also important. Relevant teacher training, sharing among schools, and support from EDB on curriculum adaptation should be continued or even increased.

3. Identifying Noteworthy Aspects in the Pursuit of Integration of NCS Students

- a. Principals and teachers agreed unanimously and strongly that providing extra Chinese tutorials should be the main focus to help NCS students. However, in going from P.1 to P.3, there was a slight decrease in the proportion of NCS students receiving after-school tutorials (85% P.1, 79% P.2, 72% P.3 versus 32%, 43%, 35% among CS). Among those attending tutorial classes, only 31% of NCS students had five or more sessions per week (versus 77% among CS). Proportionally more NCS students (versus CS students) attended after-school tutorials. However, they spent relatively less time each day on after-school tutorials than their CS counterparts. Thus, the importance of the after-school tutorials has to be emphasized more and that if possible, more sessions per week and longer tutorial sessions have to be arranged.
- b. NCS parents were not enthusiastic in sending their children to summer preparation classes. Only about 1/3 (32%) of NCS students attended the pre-P.1 summer program, few (less than a few percents) attended summer programs in going to P.2 and P.3. Furthermore, interviews with principals, teachers, students as well as solid evidence from examination results all suggested summer programs and Chinese kindergarten preparation were crucial for the success of primary, and subsequent education. More publicity work to encourage NCS students in taking these summer programs and Chinese kindergarten education is definitely useful.
- c. A lot of the common remediation measures (e.g., hiring extra TAs, after-school tutorials) were emerging. A few of these measures perceived to be effective by the schools included:
 - i. the hiring of NCS TAs to help out in classroom teaching (e.g., interpretation) particularly at the beginning of the term (P.1) and to liaise with NCS parents (e.g., explaining school circulars);
 - ii. before/after school remedial tutorials; and
 - iii. peer-tutoring schemes by involving more capable CS classmates or senior level big brothers/sisters to assist NCS students in morning, recess, lunch time, or after school reading or learning activities.
- d. It is almost certain that NCS students needed extra remedial help (e.g., after-school tutorials) in Chinese and Mathematics. As regards who should provide the tutorials, most principals, teachers, and parents believed the schools should be the best agencies because the teachers knew the needs of their students, and their own schools would be physically more convenient for the students.
- e. For schools with a few NCS students, it is perhaps more cost effective to run remedial Chinese classes centrally on a regional basis.

Undoubtedly, there were challenges for NCS students studying in these mainstream schools. The present research showed that mainstream Chinese schools provided the best Chinese immersion programs for NCS students and that most NCS students allocated to mainstream schools under the revised POA arrangements were progressing satisfactorily.

A. Background and Purpose of Research

1. Purposes

To facilitate the early integration of ethnic minority students into the local education system, the arrangement for allocation of non-Chinese speaking (NCS) children under the Primary One Admission (POA) system was revised starting from the 2004 POA cycle (for admission to Primary 1 in September 2004). NCS children may choose mainstream schools or the 7 schools that traditionally admit a larger number of ethnic minority students. The present research attempted to (i) assess the possible integration problems of the NCS children, (ii) track their development and thereby provide an evidence-based assessment of whether the POA at Key Stage I is the appropriate stage at which to pursue integration, and (iii) identify noteworthy aspects in the pursuit of integration of NCS students.

2. Participants

Our participants were NCS students admitted to Chinese primary schools through POA in September 2004 [N = 41 traceable in this study, from 27 schools at the beginning of study in Primary 1 (P.1); N = 31 from 20 schools at the end of study in P.3, August 2007]. For each of the NCS students, three other Chinese speaking (CS) students in the same class of matching gender, family support and learning aptitude were chosen by the teachers and used as a possible reference (control) frame in the analyses.

3. Methodology

- a. At the end of each academic year in the present three-year study (P.1 to P.3), questionnaires were administered to the principals and teachers (Chinese, English, Mathematics teachers; class teachers/school social workers/guidance officers) to assess (i) their attitudes towards various issues related to social integration and (ii) their observations of the NCS (and CS) students' classroom and social behavior. School examination results (Chinese, English, Mathematics, and total scores) for the NCS, CS, and other students in the same educational level in the same school were also obtained. NCS students' examination results and classroom behavior were examined (i) across the three years (P.1 to P.3) and (ii) against the CS control group and the class average.
- b. In-depth interviews were carried out with principals, teachers, NCS parents, and NCS students in 12 schools, three of which were conducted at the beginning of the research to help inform the construction of items used in the questionnaires.
- c. NCS students' academic performance, classroom behavior (from questionnaires), and other information collected from interviews (with principals, teachers, parents, students) were used to track the development of these students and to identify the possible benefits or problems of the integration.

B. Background of the NCS and CS Control Groups

1. The Schools (including mainstream schools and designated schools)

- a. The NCS students were admitted to schools with limited experience in teaching NCS students. Only about 5% (2) of our targeted NCS students were from schools that had more than 5 years of experience in teaching NCS students, and half of the targeted schools (20) admitted their first NCS student in the last 5 years (since 2000).
- b. In P.1, most (77%) of the NCS students had less than 10 other NCS students in their schools. The situation changed in that more and more NCS students were admitted to their schools when the targeted NCS students were promoted to P.2 and P.3 (the 77% above dropped to 50% and 39% when the students were in P.2 and P.3, respectively). This trend reconfirmed that the new policy actually increased substantially the number of NCS students in the mainstream schools.

- c. Increasing numbers of NCS students were admitted in each cohort. Schools admitting only 1 NCS student at P.1 dropped from 25% in 2004-05 to 12% and 7% in 2005-06 and 2006-07, respectively. As evidenced from the responses in the questionnaires, this would suggest that (i) NCS parents were more receptive to the education provided by these mainstream schools and (ii) NCS students had positive evaluation of their learning environment and thus recommended mainstream schools to other NCS students. In general, through our interviews, we have not observed any decline in the popularity of these schools (to Chinese students), which took in a relatively small number of NCS student into their schools.
- d. When a school admitted more than 1 NCS student, there was a slight increasing trend of putting all NCS students in the same class. In 2004-05, 33% of the schools preferred to put all P.1 NCS in the same class; this percentage increased to 40% in 2005-06 and 57% in 2006-07. However, due to the small number of schools in the study and the nonuniform practice, it is difficult to conclude whether putting all NCS in the same class is more preferable.

2. Students: Nationality, Place of Birth, Parents

- a. Among the 41 targeted NCS children, about 1/3 (37%) were boys and 2/3 (63%) were girls. In contrast, there were slightly more boys (56%) than girls (44%) in the comparison CS group. The NCS and the CS control groups were similar in age and were around 6 years old in P.1.
- b. Among the NCS students, 92% were born in Hong Kong, while among the CS students, only 61% were born in Hong Kong.
- c. Regarding students' nationality, there were more NCS students from Pakistan and Nepal than from other places (39% Pakistan, 37% Nepal, 15% India, 10% Philippines); understandably, only a minority (5%) of them used Cantonese at home. Instead they spoke English (15%) and other languages. For the control CS group, it was noted that almost all of them (98%) were Chinese born in Hong Kong or mainland China. The majority (88%) of them only spoke Cantonese at home.
- d. Most of the NCS and CS students lived with their fathers (83% of both the NCS and CS groups) and mothers (98% and 92%, respectively) at home.
- e. A great number of the NCS students' parents were from Nepal and Pakistan (30% from each country for both mothers and fathers). Generally, they were not born in Hong Kong (father: 85%, mothers: 71%), but had been there for over 10 years.
- f. The CS parents were slightly more educated, with more parents having a secondary school education (fathers: 65% in CS versus 41% in NCS; mothers: 60% in CS versus 26% in NCS), while more NCS parents had only a primary school education (fathers: 31% in NCS versus 19% in CS, mothers: 48% in NCS versus 23% in CS).
- g. In terms of parental occupation, there were approximately equal proportions of manual workers (construction, security, transport, delivery) in the NCS and CS groups. However, as compared to the CS group with more parents being semi-skilled (civil cook, salesperson), there were slightly more unemployed NCS parents (15%; CS: 4%).
- h. It is thus easy to see that the CS families had substantially higher income with more families being in the higher income categories (CS: a total of 46% in 10000-29999 categories, NCS: 28% only).

3. Kindergarten, Tutorials

- a. Most of the NCS students (88%) had a kindergarten education, studying mainly in English schools (73%) for an average of 2.59 years. In the CS comparison group, 85% of the students had a kindergarten education, studying mainly in Chinese schools (80%) for an average of 2.78 years.
- b. Only a minority (4% in NCS, 5% in CS) of the NCS and CS students had been diagnosed

with special learning difficulties.

- c. In P.1, most (85%) NCS students attended after-school tutorials, while only 32% of CS students attended after-school tutorials.
- d. Going from P.1 to P.3, there was a slight decrease in the proportion of NCS students receiving after-school tutorials, from 85% in P.1 to 79% in P.2 and 72% in P.3. In contrast, there were similar proportions of CS students receiving after-school tutorials from P.1 to P.3; ranging from 32% in P.1 to 43% in P.2 and 35% in P.3.
- e. In P.1, for those attending tutorial classes, the NCS students usually had two (47%) or five or more sessions (31%) of tutorials per week, while most (77%) CS students had five or more sessions per week.
- f. NCS students receiving after-school tutorials had more frequent tutorials as they progressed from P.1 to P.3. In contrast, the CS students consistently had four or more tutorials per week throughout P.1 to P.3.
- g. From P.1 to P.3, though proportionally less CS students (control group, as compared to NCS students) attended after-school tutorials, among those that attended these tutorials, the CS students spent relatively more time each day on after-school tutorials than their NCS counterparts (average 1.5 to 2 hours each day for both groups). As reflected in interviews, in contrast to CS parents who believed tutorials were generally effective, some NCS parents believed that tutorials would add extra work rather than help their children and thus prefer shorter after-school tutorials.
- h. During the tutorials, from P.1 to P.3, the majority of both the NCS and CS students studied all subjects (varying from 52% to 76% in NCS, 73% to 80% in CS).
- i. From P.1 to P.3, there was a steady increase from 52% to 76% of NCS students studying all subjects in the tutorials. In comparison, approximately the same proportion (70% to 80%) of CS students studied all subjects in tutorials. Our understanding is that it was generally the teachers' recommendation on which academic subjects to be included in the tutorials.
- j. There was a substantial drop (36%, 27%, 19% from P.1 to P.3) in the proportion of NCS students concentrated on Chinese only in after-school tutorials.
- k. Less than 10% of the NCS students (versus 10% to 20% of CS students) receiving tutorials concentrated on English only.
- l. About 10% of NCS students (versus half of CS students) receiving tutorials concentrated on Mathematics alone.
- m. In terms of the availability of other helpers at home who could advise the students on academic matters, the NCS and CS students did not differ substantially (10% to 30%, approximately).
- n. About 1/3 (32%) of the NCS and 16% of CS students attended the pre-P.1 summer program. Very few students (a few percents only) attended summer programs for P.2 and P.3.

4. Parents: Language

- a. NCS parents had limited spoken Cantonese (father & mother: 1/3, 1/2 - none; 1/2, 1/4 - simple words; 1/5, 1/10 - fluent).
- b. On reading Chinese, 75% of NCS fathers and 82% of mothers could not read any Chinese, while 25% of NCS fathers and 18% of mothers could at least read simple words.
- c. The majority of the CS parents were at least fluent in spoken and reading Chinese.
- d. The above differences between the NCS and CS parents' Chinese competence were reversed for parents' English competence. A sizable number of the NCS parents were fluent in spoken and written English (50%-60% among NCS, only half of that among CS).

5. Students' Initial Language and Mathematics Competence at the Beginning of P.1

- a. Teachers were asked to rate students' initial Chinese competence at the point of P.1 admission using a 17-item scale. Without exception, CS students outperformed NCS

- students in all items.
- b. The situation was slightly reversed, with a much smaller difference, with regard to students' English competence.
 - c. With regard to Mathematics which was taught through Chinese, teachers felt that the CS students were generally slightly better than the NCS students.

C. Principals' and Teachers' Beliefs

Principals and teachers (Chinese, English, Mathematics, and class teachers) were asked to rate their perceptions of students' academic problems and social behavior.

1. Strong unanimous endorsement by all teachers

Principals and teachers agreed unanimously and strongly that:

- i. "in this academic year, the NCS students had not been discriminated against because of their race or appearance",
- ii. "the NCS students had no problem in making friends with others",
- iii. "the NCS parents had the right to send their children to the mainstream Chinese schools", and
- iv. "providing extra Chinese tutorials should be the main focus to help NCS students in Chinese mainstream schools".

2. More mixed opinions

- a. Principals and teachers tended to have more mixed opinions on:
 - i. "poor family background and socioeconomic status was the main cause of NCS students' learning problems", and
 - ii. "NCS students' parents had lower aspirations for their children's education and career".
- b. There were also slightly more teachers endorsing (versus those not endorsing) that "NCS students studying in mainstream Chinese schools provided more benefits than disadvantages from a life-long perspective".

3. Differences among teachers

- a. In P.1, the principals, class teachers, English teachers, and Mathematics teachers (mean > 4.00) were more inclined than the Chinese teachers (mean = 3.83) to believe that "other than the language barrier, NCS students did not have learning difficulties due to their race".
- b. As students progressed to P.3, the trend seemed to reverse; Chinese teachers believed more that Chinese language was the problem, while principals believed more that there could be other problems.
- c. In P.1, principals, class teachers, and Chinese teachers believed slightly more that "providing extra Chinese tutorials should be the main focus to help NCS students in Chinese mainstream schools".
- d. In going to P.3, while principals and teachers still agreed on the importance of providing more Chinese tutorials, principals believed more than class teachers and Chinese teachers in the importance of Chinese tutorials. Interestingly, in going to P.3, English and Mathematics teachers believed more (as compared to their attitude in P.1) that Chinese tutorials should be the main focus.
- e. Particularly at P.3, the Chinese teachers, as compared to the principals and other teachers, were less likely to name socioeconomic status and family background as the main causes of NCS students' learning difficulties. It is noted that though Chinese teachers believed more that NCS students' incompetence in Chinese was the main cause of all learning problems and that providing Chinese tutorials was important, in P.3 principals believed more than Chinese teachers on the effectiveness of Chinese tutorials.

D. Teachers' and principals' observations of classroom performance and other social behavior

Chinese, English, Mathematics, and class teachers were asked to rate students' classroom performance and other social behavior.

1. Differences across items

- a. All teachers consistently felt that both the NCS and CS students very much enjoyed going to school. NCS and CS students' interest, particularly in Mathematics, slightly declined when they progressed to P.3.
- b. Across P.1 to P.3, while there was no substantial difference in NCS and CS students' interest in Chinese and English class; as rated by the Mathematics and class teachers, CS students tended to enjoy going to school more than the NCS students.
- c. Across all years, Chinese and Mathematics (but not English) teachers perceived that NCS students were seen to "fall behind the class" compared to their CS counterparts.
- d. Across all years and all teachers, including the English ones, NCS students were more often found to be "not handing in homework on time" than their CS counterparts. Interestingly, despite NCS students having similar or better English competence than their CS counterparts, NCS students did not hand in their English homework on time, either. That is, falling behind the class in progress could partially (for their Chinese and Mathematics), but not totally (e.g., English) explain NCS students' failure to hand in their homework on time.
- e. The trends in "inattentive in class", "avoid learning", and "very shy" were similar to that of "not handing in homework in time", except that the differences between NCS and CS were generally smaller in "inattentive in class", "avoid learning" and "very shy" and that there was not much difference in "inattentive in class", "avoid learning", and "very shy" in English lessons.
- f. Although still at a low rate, across all three years, NCS students were found to be absent from school more often than their CS counterparts.
- g. As compared to the CS counterparts, NCS students were found to be better behaved; they were less likely to be "disruptive in class" (particularly in P.3 and in English and Mathematics class), "impolite to teachers" (particularly in P.3), "aggressive, argumentative with classmates" (particularly in P.3), and "likely to bully others".
- h. Although NCS students slightly "preferred to be alone" and "had no good friends", they were similar to or even less likely to prefer these things than their CS counterparts in P.3.
- i. The NCS students were not much different from the CS students in "being bullied by other students", "unwilling to participate in extra-curricular activities", "being nervous and anxious", "wearing untidy clothes", and "being sad and agitated".

2. Language competence as perceived by teachers

The Chinese and English teachers were asked to rate subjectively students' language competence at: (i) the beginning of P.1, (ii) the end of P.1, (iii) the end of P.2, and (iv) the end of P.3.

- a. The NCS students started at a relatively low level in Chinese reading and writing and were slightly better in listening and oral skills.
- b. The improvement in NCS students' Chinese competence in all four domains was substantial in the first year. After 1 year, NCS students were close to "fluent" in listening and speaking Chinese, and were able to read and write "simple Chinese sentences".
- c. While the improvement for NCS students' Chinese competence was substantial in Year 1, on this 5-point scale (not at all, simple words, simple sentences, fluent, very fluent), both Chinese and NCS students did not make substantial progress beyond their expected

standard in Chinese from the end of P.1 to the end of P.3.

- d. Similar comparisons were conducted on students' English skills. Results showed that NCS students started at a substantially higher level than their CS counterparts, and such differences carried on to the end of P.2 and P.3.
- e. In the first year (beginning of P.1 to end of P.1), the NCS students improved slightly more in English speaking, but slightly less in English listening, reading, and writing skills than the CS students.
- f. The improvements in English competence from the end of P.1 to P.3 were small and similar between the NCS and CS groups.

E. Students' intelligence

Students' intelligence was assessed by the Raven's Progressive Matrices (RPM) Test (Subscales A, B, C). Results showed that NCS students' intelligence had a much larger variation (large SD) than those of the CS students.

F. Examination Performance

1. Analytical framework

- a. Students' term examination results at various points from P.1 to P.3 were obtained. All examination marks were first standardized with respect to the average of the class. That is, a student obtaining "0.00" would be at the average level of the class. As the scores are standardized, scores of -1.00, -2.00 (assuming a normal distribution) would be below 84% and 97.5% of the students in the whole class, respectively.
- b. Understandably, in a lot of subjects, NCS students started at a relatively low level in P.1. If their progress was faster than that made by CS students in the same grade level, then the negative scores would become progressively less negative (e.g., from -2.00 to -1.00).
- c. The examination results of 27 students whose examination results were available for more than one point in time were examined.
- d. It is worth noting that the CS control students generally have examination results close to the class averages. Any comparison to the CS control group is therefore identical to the comparison to all other CS students at the same grade level in the same school as well.

2. How were the NCS students doing in their school examinations in P.1 to P.3?

a. Total Scores

In terms of total scores, 48% of the 27 NCS students started at a level lower than the class average, and they improved faster than their classmates. Another 30% of NCS students made improvements similar to their classmates and stayed around the class average (less than 1.5 SD below the average). For the remaining students, 15% stayed far below the class average, while 7% improved more slowly than their classmates. In sum, 78% (48% + 30%) of the cases progressed satisfactorily (faster improvement or stayed at the class average), while the remaining 22% needed help because they either stayed far below the class average or progressed more slowly than their classmates.

b. Chinese

In terms of Chinese examination scores, 59% of the 27 NCS students started at a level lower than the class average, but had improved faster than their CS classmates. Another 22% made an improvement similar to their classmates and stayed around the class average. For the remaining students, 15% stayed far below the class average, while 4% improved more slowly than their CS classmates. In sum, 81% of the cases progressed satisfactorily (faster improvement or stayed at the class average), while the remaining 19% needed help because they either stayed quite below the class average or progressed more slowly than their classmates.

c. English

In terms of English scores in examinations, 26% of the NCS students started at a level above the class average, and they either stayed at a high level of performance or improved faster than their classmates. Another 26% started at a level lower than the class average, but improved faster than their classmates, while 37% made an improvement similar to their classmates and stayed around the class average. For the remaining students, 4% stayed at a level far below the class average, while another 7% improved more slowly than their classmates. In sum, 89% of the cases progressed satisfactorily (faster improvement or stayed at the class average), while the remaining 11% needed help because they were either at a level far below the class average or they progressed more slowly than their classmates.

d. Mathematics

In terms of the Mathematics scores in examinations, 37% of the 27 NCS students started at a level below the class average and improved faster than their classmates. Another 33% made an improvement similar to their classmates and stayed around the class average. For the remaining students, 15% stayed very much below the class average, while 15% improved more slowly than their classmates. In sum, 70% of the cases progressed satisfactorily (faster improvement or stayed at the class average), while the remaining 30% needed help because they either stayed below the class average or progressed more slowly than their classmates.

3. Major interpretation of examination results

One simple approach to interpreting the above findings is to ask whether the mainstream school system is doing more harm than good to the NCS students. If we assume that the mainstream school system has the same effect on the NCS and CS students, then there will be similar percentages of NCS students improving faster and improving slower than the CS students (classmates).

From the above figures, in progressing from P.1 to P.3,

- a. NCS students were definitely improving much faster than CS classmates as reflected in their total (48% faster versus 7% slower; note: these two percentages should be identical if mainstream schools had identical effects on NCS and CS students), Chinese (59% faster versus 4% slower), English (52% faster or stayed high versus 7% slower), and Mathematics examination results (37% faster versus 15% slower).
- b. Understandably, NCS students started at a low level of competence in Chinese and total scores, but they improved quickly, faster than their classmates in Chinese and the total scores.
- c. NCS students started at a low level of competence in Mathematics, but they improved faster than their classmates. This difference in improvement between the NCS and CS students, however, was not as large as that in the Chinese and the total scores.
- d. NCS students started with a slightly higher level of English and progressed a bit faster than their CS classmates. This difference in improvement between the NCS and CS students was similar to that in Mathematics, but was not as large as that in the Chinese and the total scores.
- e. Chinese language was a challenge for NCS students, and 19% of the cases needed help because they were still at a level quite below the class average or progressed more slowly than their classmates. Correspondingly, 30% and 11% of NCS needed help for their Mathematics and English, though the differences between them and the CS students might not be as large.
- f. All in all, despite the fact that some cases still need attention and help, most NCS students who study in mainstream schools benefited from mainstream schooling; 78% of cases in terms of total scores, 81% in terms of Chinese scores, 89% in terms of English scores, and

70% in terms of Mathematics scores.

G. Students' Backgrounds and Examination Performance/Improvement

1. Was students' examination improvement related to their ethnic background?

Though Filipino and Nepalese students performed slightly better than the other ethnic groups, it is premature to draw any definite conclusion based on such a small sample.

2. Was the examination improvement related to their general intelligence?

Students' intelligence was estimated by the Raven's Progressive Matrices Test. High intelligence students tended to improve or stay around the class average more than the low intelligence ones, but the differences were not large.

3. Was NCS parents' Chinese (Cantonese) speaking competence related to their students' examination improvement?

There was a slight tendency that NCS students would perform better if their parents had higher Chinese competence.

4. Was the language being used at home related to students' examination performance?

We divided the students into three language groups by the language used at home. For the two students who used Chinese at home, one improved steadily in both the total and Chinese examination scores, while the other improved in Chinese only with the total still fluctuating below the class average. The four students who used English at home either improved substantially (three cases) or stayed around the class average (one case) in P.1 to P.3. For the 21 students using other languages at home, about 2/3 of the students either improved more than their classmates or stayed around the class average. There was no clear and definite trend on the advantage of one language over the other.

5. Was students' initial Chinese competency related to their examination performance?

Approximately 80% of the NCS students with high initial Chinese competence were either around the class average or improved faster than their CS classmates. In comparison, only 50% of the low initial Chinese competence students had the same positive performance. The results strongly suggested that students' initial Chinese competence was crucial for their academic study in mainstream schools.

6. Was students' initial English competency related to their examination performance ?

Approximately 90% of the high initial English competence group were either around the class average or improved more than their CS classmates, while only 60% of the low initial English competence students had the same positive performance. The results strongly suggested that students' initial English competence was crucial for their academic study in mainstream schools.

7. Was students' initial Mathematics competency related to their examination performance ?

Approximately 90% of the high initial Mathematics competence group were either around the class average or improved more than their CS classmates, while only 70% of the low initial Mathematics competence students had the same positive performance. The results strongly suggested that students' initial Mathematics competence was crucial for their academic study in mainstream schools.

8. How important was the kindergarten preparation?

Good preparation at the kindergarten level was extremely important in enhancing students'

primary school examination performance. This includes the strengthening of their Chinese, English and Mathematics competence before entering P.1. The high initial competence in Chinese, English, or Mathematics enhanced their chances of staying at the class average or improving more than their CS classmates.

H. Interviews with Principals, Teachers, Parents, and NCS Students

1. Training/Services needed

- a. As evidenced from the students' examination results, undoubtedly, a lot of the tailored remedial activities (before /during / after class teaching or activities) and adapted curricula for the NCS students were effective. The quality teaching and the accommodating school culture were also important. The implication is that relevant teacher training, sharing among schools, and support from EDB on curriculum adaptation should be continued or even increased.
- b. School circular to parents: Schools had to translate or interpret the circulars for parents, a task which was usually carried out by teachers, teaching assistants (TA), or NCS helpers. NCS helpers were particularly helpful in making telephone calls or other informal contacts with NCS parents.
- c. Summer bridging course, intensive Chinese lessons: Extra Chinese lessons in the summer and after school were almost the standard remedial help all schools with NCS students would provide. They could be provided by NGOs or the schools themselves and were taught by school certificate level young people (hired and provided with minimal training by NGOs), TAs, or formally trained teachers from their own schools.
- d. Teachers usually asked for more (i) teaching packages or materials/resources (e.g., special Chinese textbooks) suitable for use with NCS students, (ii) sharing seminars to understand specific techniques on teaching NCS students, and (iii) sample English school circulars for them to adopt, in order to save time in translating their own Chinese circulars (note: some of these services have already been provided by EDB).

2. Racial discrimination within the school

- a. In general, principals, teachers, parents and students were not aware of any racial discrimination within the school. All of them agreed that NCS and CS students could get along very well and the NCS parents were particularly happy that their children had a lot of good CS friends.
- b. Many principals and teachers explicitly stated that the presence of NCS students in their school would promote social integration in their school and in society. All of them believed this social integration was a good learning opportunity for their CS students.
- c. All NCS students were very happy about their schools, teachers and classmates.

3. On the Revised Primary One Admission (POA) Arrangements

- a. Principals, teachers and parents agreed unanimously that NCS students should have the right to choose mainstream schools.
- b. Both school personnel (principals, teachers, etc.) and parents also concurred that it was desirable to integrate NCS with CS students at the early stages of education.

4. Cultural Problems/Issues

- a. Teachers pointed out the potential cultural differences in parental attitude towards schooling/education.
- b. Understandably a lot of NCS parents were not able to help their children with their school work. However, as reflected by quite a number of teachers, some NCS parents were (i) relatively less concerned about their children finishing their homework or preparing for tests, (ii) more casual in their children taking leaves, and (iii) less enthusiastic about

sending their children to summer preparation classes or after-school tutorials. Some NCS parents further believed that girls did not have to get as much education as the boys did.

- c. All NCS parents we met expressed high aspirations, hoping that their children could receive tertiary education. The majority of them also considered Hong Kong as their permanent home. Perhaps in contrast to most CS parents, it was not uncommon that NCS parents did not perceive afterschool extra tutorials as useful because the children had a long day of study already, and the extra remedial lessons might add even more work for them. This was in contradiction to most CS parents, who believed the more after school tutorial for their children, the better. In general, the extra remedial lessons or activities before or after school were effective. We would encourage schools to continue providing NCS students with these remedial lessons or activities. But more effort has to be spent on explaining the purposes and benefits of these activities to the NCS parents.

5. Academic Issues

- a. NCS students were relatively more active and willing to answer teachers' questions in class. As some NCS students had much better English competence, they also provided good opportunities for CS students to practice their English.
- b. Though learning Chinese and using it to learn other academic subjects was a challenge to NCS students, some teachers noted that Mathematics was also an area that needed extra help over and above the language difficulties. Some Mathematics teachers commented that NCS students might have learned a different counting system in their own culture. This might be an area that needs further attention.
- c. Teachers generally found the summer preparation programs very useful for the NCS students, yet we estimated that a quarter to half of the NCS students were not enthusiastic or were unable to attend (e.g., due to going back to their own country). We recommend that more publicity work to be done with these NCS parents to help them understand the importance and benefits of these summer programs for their children.
- d. From the teachers and the NCS students we interviewed, we were strongly convinced that kindergarten preparation was deterministic of NCS students' primary school academic success. From our interviews, we were certain that Chinese kindergarten education was a necessary, though not a sufficient condition for NCS students to cope with their primary school learning. Those NCS students who had attended Chinese kindergartens usually had a much better head start in both the mastery of languages and the familiarity with local classroom learning, and thus they could easily cope with the different academic subjects from the very first day in P.1.
- e. If a school admitted more than one NCS student in P.1, there was no unanimous view on whether the school should put these NCS students in the same class or not. Some principals thought that it would be easier for the teachers to tailor their teaching and curriculum to suit the need of the NCS students if all NCS students were put in the same class, while other principals believed putting NCS students in different classes would enable more individual attention to these students.
- f. On NCS students' learning their own language (e.g., Urdu, Hindi), some parents were concerned that their children might not have the chance to learn their languages. Given the very few NCS students in each school, it is difficult to run interest group types of language classes.

I. Summary of open-ended responses in questionnaires

- a. Teachers and social workers (or guidance officers) had to spend a lot of time communicating with NCS parents and providing remedial lessons to NCS students.
- b. About half of the principals specifically assigned English teachers and those with greater patience to be the class teachers for the NCS students.

- c. At the time of the study (2004-2007), many teachers had attended some training on the teaching of NCS students.
- d. About half of the schools explicitly stated that they had extra tutorials for NCS students, and about 1/3 had some forms of peer-assisting scheme (e.g., big brother/sister). They also found these programs to be useful.
- e. Almost all principals explicitly stated that there was no racial discrimination in their school.
- f. As perceived by principals and teachers, the main challenges to NCS students were: (i) low Chinese competence, (ii) parents' inability to help with students' school work, and (iii) NCS students' low motivation (e.g., laziness) in study.
- g. Principals would like to (i) have financial assistance to provide more services for NCS students, (ii) conduct more remedial activities to help NCS students learn Chinese, and (iii) enhance NCS parents' understanding of mainstream schools.
- h. Teachers would like to (i) give extra help in class or within school, (ii) tailor the curriculum, (iii) adapt their teaching style (e.g., using another set of teaching materials), and (iv) allocate some resources (e.g., financial) to help NCS parents (e.g., to pay for private after-school tutorials).
- i. With regard to how to allocate resources (money), teachers had a slightly higher preference for allocating the resource to the school directly than to parents or students.



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香港中區
昃臣道
立法會
教育事務委員會秘書
梁慶儀女士

梁女士：

**追蹤非華語學童在主流小學的
適應及成長發展研究報告撮要**

政府在二零零六年一月九日舉行的教育事務委員會會議上，向委員匯報[立法會 CB(2)779/05-06(01) 號文件]教育局已在二零零四年十一月委託香港中文大學進行一項為期三年的縱向研究，追蹤非華語學童在主流小學的適應及成長發展。研究追蹤在 2004/05 學年根據小一入學統籌辦法被派到主流學校的小一非華語學童的發展及適應情況，直至這些學童在 2006/07 學年完成小三為止。

謹致函通知上述研究報告經已完成，現隨函附上研究報告的中英文本撮要，請分發與各委員參考。報告全文印本將於本年十一月二十一日起置於本局九龍塘中央資源中心供公眾參閱。

如有查詢，請致電 3540 7443 與黃廖笑容女士聯絡。

教育局局長

(陳美寶



代行)

二零零八年十一月二十日

追蹤非華語學童在主流小學的 適應及成長發展研究報告撮要

總結

為促進少數族裔學童盡早融入本地教育體系，教育局由二〇〇四年度小一入學（即於二〇〇四年九月入讀小一）起，修訂非華語學童的小一入學安排，讓他們可按其意願，選擇傳統取錄較多非華語學童的七所學校或其他主流華語學校。本項為期三年的追蹤研究，透過對校長、老師、學校輔導員、非華語學生及非華語學生之家長，所進行的深入訪問與問卷調查，以及由非華語學生的考試成績，去：評估非華語學生可能要面對的融合問題；追蹤他們的成長發展，並就小一是否開始融合教育的合適階段，提供實證支持的評估；及找出推行非華語學生融合教育時值得注意的地方。

一. 非華語學生可能要面對的融合問題

被派到主流中文小學就讀的非華語學生，他們可能要面對的問題包括：

- a. 大部分學校只有甚為有限的教導非華語學生經驗（半數學校在過去五年內首次取錄非華語學生）。
- b. 大部分（77%）非華語學生在學校裡只有少於十名非華語同學。
- c. 只有少數非華語學生（5%）於家中使用廣東話（15% 使用英語）。非華語家長的廣東話口語能力有限（1/3 父親及 1/2 母親完全不懂）；閱讀中文的能力亦然（75% 父親及 82% 母親完全不懂）。
- d. 跟華語家長相比，非華語家長的教育程度較低（例如：65% 華語父親及 60% 華語母親相對於 41% 非華語父親及 26% 非華語母親，擁有中學教育程度），失業率較高（4% 華語家長相對 15% 非華語家長），收入較低（例如：46% 華語家長相對 28% 非華語家長月入\$10000-29000）。
- e. 相對於華語學生，非華語學生在小一入學時的中文能力明顯較低，數學能力亦稍低。

研究同時亦反映一些非華語學生跟華語學生相似，甚至相對有利。這些因素可助長非華語學生融入主流中文小學，它們包括：

- a. 大部分非華語學生（92%）均在香港出生，與父親（非華語及華語學生均為 83%）及母親（98% 非華語相對 92% 華語學生）同住，其父母居港超過 10 年（父親平均 13 年，母親平均 11 年）。
- b. 大部份（88%）非華語學生曾接受幼稚園教育（平均 2.59 年），且多（73%）就讀英文幼稚園（相對而言，85% 華語學生平均接受幼稚園教育 2.78 年，20% 就讀英文幼稚園）。
- c. 只有少數非華語學生（4% 非華語相對 5% 華語）被診斷為有特殊學習障礙。
- d. 相當多非華語家長能流暢地說及閱讀英文（非華語家長：50%-60%，華語家長：25%-30%）。
- e. 非華語學生在小一入學時的英文能力相對較高。
- f. 就家中是否有人能對其學業提供協助及指引，非華語學生及華語學生並沒有明顯分別。

二. 非華語學生的成長發展追蹤以及就小一是否開始融合教育的合適階段提供實證支持

由本研究的各項結果得知，儘管有其難處，非華語學生的修訂小一入學安排頗為成功：

- a. 修訂的安排使主流學校在非華語學生中的受歡迎程度上升。隨著參與本研究的非華

語學生升上小二、小三，愈來愈多非華語學生進入該批學生就讀的主流中文小學（入讀小一時，該批非華語學生裡有 77% 人數擁有少於十名非華語同學，升上小二及小三，上述之百分比分別跌至 50% 及 39%）。

- b. 修訂的安排為各方人士所強烈贊同，包括校長、老師和非華語家長。他們全都認為：非華語學生並沒有遭受歧視，非華語學生沒有交友上的困難以及非華語家長有權送他們的孩子到主流中文小學就讀。
- c. 中文、英文、數學科老師以及班主任一致感到非華語及華語學生都很享受上學，不過非華語及華語學生於數學科上的學習興趣，在他們升上小二、小三時略有減少。非華語及華語學生對中文課及英文課的興趣都沒有明顯分別，但數學老師及班主任認為，華語學生比非華語學生更享受上學。中文及數學（但非英文科）老師認為非華語學生落後於班上其他華語同學。
- d. 非華語學生比華語學生於中文、英文及數學科上均較常不準時交功課以及缺席。非華語學生亦較常「上課不專心」、「逃避學習」及「害羞」，但此三項與華語學生的差異相對前述兩項（不準時交功課以及缺席）較小。但是，非華語學生的操行則勝於華語學生，（較少：「滋擾課堂」、「對老師不禮貌」、「對同學有暴力行為及與同學起爭執」、及「喜歡欺負其他人」）。
- e. 校方（校長、老師等）及家長都認同，在早期融合有助非華語學生融入香港的華裔社群。
- f. 根據老師的判斷，大部分小一非華語學生在學年初的中文及數學成績，均低於班別的平均值。他們在中文閱讀及書寫能力上程度相對較差，在聆聽及口語能力上則較好。第一學年後，非華語學生在聆聽及口語上接近「流暢」，並能閱讀及書寫簡單中文句子。而非華語學生小一學年初的英文程度比華語學生高很多，這差異並持續至小二學年末及小三學年末。
- g. 我們對學生由小一升至小三的成績作追蹤及比較。
 - i. 非華語學生在中文、英文及數學科考試成績的進步速度，絕對比華語學生及控制組快。
 - ii. 非華語學生起步的英文程度較華語學生略高，數學科略低，但他們在兩科的進步速度也比華語學生略快。非華語學生與華語學生在英文及數學科上的差異，均小於在中文及總分成績上的差異。
 - iii. 中文對非華語學生而言是一個挑戰。19% 的個案情況仍需改善，因為他們的成績遠低於班別平均值，或進步得比同班同學慢。在數學及英文科，分別有 30% 及 11% 的非華語學生的考試成績同樣地有待改善，不過非華語學生及華語學生在這兩科的表現差異較少。
 - iv. 總括而言，雖然部分個案仍需更多注意及支援，但大部分就讀主流學校非華語學生均受益於主流學校教育：這可見於 78% 個案的考試總分、81% 個案的中文成績、89% 個案的英文成績、及 70% 個案的數學成績。他們的進步與同學相若，或成績保持在班中平均位置，又或成績進步比同學快。
- h. 研究並沒有強而有力證據顯示，非華語學生的進步跟種族背景、智力、及家中使用的語言有關。
 - i. 開始時中文、英文及數學科水平較高的非華語學生，或家長中文能力較高者，他們在各科表現較好。
 - j. 對老師進行的訪問及對非華語學生背景的分析結果，均強烈支持中文幼稚園教育對預備非華語學生接受主流中文學校教育極為重要。
 - k. 無可置疑，很多裁剪補救性活動（課前 / 課內 / 課後教學活動）及調適課程，均十分有效。優質教學及融和的學校文化亦十分重要。相關的教師培訓、學校間分享、及教育局在課程調適的支援仍需繼續甚至增強。

三. 推行非華語學生融合教育時值得注意的地方

- a. 校長及老師一致強烈認同提供額外的中文補習班，是幫助非華語學生在中文主流學校就讀的重點。但是非華語學生由小一至小三參加補習班的比例略有減少（由小一的 85%，跌至小二的 79% 及小三的 72%，而華語學生的參加比例則相若，於小一時是 32%、小二時是 43%、小三時是 35%）。在有參加補習班的學生中，只有 31% 非華語學生每週參加補習班五次或以上（相對於 77% 華語學生）。雖然比例上較多非華語學生（與華語學生相比）參加課後補習班，但參加補習班的學生平均每天花在補習班的時間較華語學生為少。因此參加課後補習班的重要性應被予以強調，而且若情況許可，應增加每週補習課節以及延長每課節時間。
- b. 非華語學生家長並不熱衷於送小孩參與暑期課程。只有三分之一（32%）非華語學生曾經參加過升小一前的暑期課程，很少學生（少於數個百份點）曾參加升小二及小三的暑期課程。再者，根據我們訪問校長、老師及學生所得以及學生的考試成績証據顯示，中文幼稚園教育是非華語學生適應小學及往後學業的一個必要條件。增加宣傳以鼓勵非華語學生參加暑期課程及就讀中文幼稚園是非常重要的。
- c. 大量共通的配套措施（如：額外聘請助教，開辦課後補習班）在各校相應出現。然而，學校認為有效的措施則包括：
 - i. 聘請非華語助教在課堂上提供援助（如：翻譯），尤其是在小一學年初以及與非華語家長聯絡（如：解譯學校通告）；
 - ii. 課前 / 課後補習班；
 - iii. 朋輩補習計劃，讓較有能力的華語同學或高年班的大哥哥 / 大姐姐在早上、小息、午飯時間、或課後閱讀或學習活動中提供協助。
- d. 近乎可以肯定非華語學生在中文科及數學科需要額外幫助（如：課後補習班）。至於補習班應該由誰提供，大部分校長、老師及家長認為學校是最理想的組織，因為老師明白學生的需要，而且在自己的學校上補習班對學生來說地理上亦比較方便。
- e. 然而，對於只有少量非華語學生的學校，由地區中心舉辦中文補習班會比較符合經濟效益。

毋用置疑，就讀主流學校的非華語學生需要面對各項挑戰。但本研究顯示主流中文小學為非華語學生提供最佳的融合課程，且大部份通過修訂的小一入學安排入讀主流小學的非華語學生均有令人滿意的進展。

A. 背景及研究目的

一. 目的

為促進少數族裔學童盡早融入本地教育體系，教育局由二〇〇四年度小一入學（即於二〇〇四年九月入讀小一）起修訂非華語學童的小一入學安排，讓他們可按其意願，選擇七所傳統取錄較多非華語學童的學校或其他主流學校。本是次研究嘗試：1) 評估非華語學生可能要面對的融合問題；2) 追蹤他們的成長發展，並就小一(KSI 第一學習階段)是否開始融合教育的合適階段，提供實證支持的評估；及 3) 找出推行非華語學生融合教育時值得注意的地方。

二. 研究參與者

本研究的參與者是於二零零四年九月，透過小一統一派位被派到主流中文小學的非華語學生。在本研究，可追蹤的參與者為來自 27 間小學的 41 學童(小一學年初)[而於小三學年末（二零零七年八月），則仍有參與者 31 人，來自 20 間小學]。對應每一位非華語學生，老師會挑選三位班別相同、性別相同、家庭支援與學習態度相近的華語學生作配對，作為各項分析之對照組(控制組)。

三. 研究方法

- a. 於本研究每一個學年末(小一至小三)，研究小組均會分發問卷給校長及老師(中文、英文及數學老師；班主任 / 學校社工 / 輔導主任)以評估：(i)他們對各項與社會共融有關議題的態度、及(ii)他們對非華語（及華語）學生的課堂及社交行為的觀察。我們亦取得學校裡非華語、華語或其他同一教育程度的學生的考試成績（中文，英文，數學科成績及總分）。我們就以下兩方面對非華語學生的考試成績及課堂表現作出研究：(i)他們三年來的表現（小一至小三）、及(ii)他們與華語學生對照組及班內的平均成績之比較。
- b. 我們對 12 間學校的校長、老師、非華語學生之家長及非華語學生進行了深入訪問，其中三次是研究初期進行的，用以協助我們設計及制定問卷。
- c. 我們透過學生的學業成績、課堂表現(由問卷獲得)、及訪問(校長、老師、家長、學生)所得資料，追蹤非華語學生的成長發展，並找出推行融合教育所帶來的好處及缺點。

B. 非華語學生及華語學生對照組之背景

一. 學校(包括主流及指定學校)

- a. 在本研究，非華語學生被派到一些對教導非華語學生經驗有限的學校。只有 5%（兩位）參與本研究非華語學生的學校，有五年以上教導非華語學生經驗。半數目標學校（二十間），在過去五年內首次非華語學生（自二零零零年起）。
- b. 在小一，大部分（77%）非華語學生的學校裡，只有少於十名非華語學生。此情況隨著參與本研究的非華語學生升上小二、小三而改變，因為愈來愈多非華語學生進入主流中文小學。（當該批非華語學生升上小二及小三，上述 77%之百分比分別跌至 50%及 39%。）這趨勢印證了這新政策使主流學校的非華語學生大幅上升。
- c. 在每屆入學的學生中，被取錄的非華語學生愈來愈多。在小一只取錄一位非華語學生的學校，由二零零四至零五年的 25%，分別跌至零五至零六年的 12%及零六至零七年的 7%。由訪問可知：(i)非華語家長愈來愈接受主流學校所提供的教育，(ii)非華語學童十分正面評價他們的學習環境，並向其他非華語學童推薦主流學校。一般

來說，這些學校只錄取甚少非華語學童，不影響學校在華語學童中的受歡迎程度。

- d. 當一間學校取錄多於一位非華語學生時，把所有非華語學生編在同一班別的趨勢略有上升。於二零零四至零五年，33%學校把所有小一非華語學生編在同一班。到了二零零五至零六年，及零六至零七年，這百分比分別升至 40% 及 57%。不過由於參與本研究的學校數目不多，而學校間並無一致取向，故此我們對是否應該將所有非華語學生編在同一班內，難以下一結論。

二. 學生：國籍、出生地、家長

- a. 在 41 位參與本研究的非華語孩子中，約三分一（37%）是男孩，約三分二（63%）是女孩。相較之下，華語學生對照組的男孩比率（56%）比女孩略高（44%）。非華語學生與華語學生對照組年齡相近，在小一時都是六歲左右。
- b. 在非華語學生中，92% 生於香港，而其他華語學生中，則只有 61% 於本港出生。
- c. 至於學生的國籍，來自巴基斯坦及尼泊爾的學生比來自其他地方的多（39% 巴基斯坦籍；37% 尼泊爾籍；15% 印度籍；10% 菲律賓籍）。因此，只有很少數（5%）於家中使用廣東話。他們使用的是英語（15%）及其它語言。至於華語學生對照組，他們差不多所有（98%）都是生在香港或中國內地的中國人。他們大多數（88%）在家中以廣東話交談。
- d. 大部分非華語及華語學生與他們的父親（兩組同是 83%）及母親（百分比分別為 98% 及 92%）同住。
- e. 非華語學生的家長多是來自尼泊爾及巴基斯坦（母親及父親來自上述兩個國家的各有 30%）。他們通常不是在香港出生（父親：85%；母親：71%），但均已在港居留十年以上。
- f. 華語學生的家長教育程度比非華語的略高，他們當中有較多人受過中學教育（華語學生的父親 65%，非華語學生的父親 41%；華語學生的母親 60%，非華語學生的母親 26%），而只受過小學教育的非華語學生家長則比較華語的多（父親：非華語的父親 31%，華語的父親 19%；非華語的母親 48%，華語的母親 23%）。
- g. 至於家長的職業，非華語學生及華語學生兩組家長從事基層工人（建築，保安，運輸，送貨）的比例大致相同。然而，較多華語學生家長從事半專業行業（家務助理，售貨員），而失業的非華語家長比華語的略多（非華語 15%；華語：4%）。
- h. 從收入統計中，較多的華語家庭在在較高收入組別（華語：46% 在 \$10000-29999 組別；非華語只有 28%），由此可知，華語家庭的收入比非華語的高很多。

三. 幼稚園，補習

- a. 大部分非華語學生（88%）曾接受幼稚園教育，他們主要在英語幼稚園就學（73%），平均為 2.59 年。在華語學生對照組，85% 學生曾接受幼稚園教育，他們主要用中文學習（80%），平均為 2.78 年。
- b. 只有少數非華語及華語學生（非華語 4%；華語 5%）被診斷出有特殊學習障礙。
- c. 在小一時，大部分非華語學生（85%）參加了課後補習班，但只有 32% 華語學生參加。
- d. 由小一至小三，參加補習班的學生比例略有減少，由小一的 85%，跌至小二的 79% 及小三的 72%。相較之下，接受補習的華語學生由小一至小三，比例相若，比例於小一是 32%、小二時是 43%、小三時是 35%。
- e. 在小一時，有參加補習班的學生中，非華語學生通常每週參加兩次（47%）或五次或以上（31%），而大部分華語學生（77%）則每週參加五次或以上。
- f. 接受課後補習的非華語學生由小一升上小二、小三，參加補習班的頻密程度愈見加增，而華語學生則一直每週參加四次或以上。

- g. 由小一至小三，雖然較少華語學生(與非華語學生相比)參加課後補習班，但在參加補習班的學生中，華語學生每天花在補習班的時間較非華語學生為多(兩組學生平均為每天 1.5 至 2 小時)。由訪問得知，一般華語學生家長相信補習有效，但一些非華語學生家長卻認為補習會增添額外工作，不一定對他們的小孩有幫助，故此寧選較短的補習時間。
- h. 在小一至小三，大部分非華語及華語學生均在補習班中學習所有科目(非華語：52% 至 76%；華語：73%至 80%)。
- i. 由小一升至小三，在補習班中學習所有科目的非華語學生穩步由 52% 上升至 76%。相對地，大約相同比例(70%至 80%)的華語學生在補習班中學習所有科目。依我們的理解，補習班中學習那一個科目，多由老師決定。
- j. 在補習班中，只集學習中文的非華語學生，由小一升至小三時大幅減少(由小一至小三，百分比分別為 36%，27%及 19%)。
- k. 少於 10%非華語學生(相對 10%至 20%華語學生)參加只集中英文的補習班。
- l. 約有 10%非華語學生(相對半數華語學生)參加只集中數學的補習班。
- m. 至於在家中能就學生之學業提供協助及指引的人士，非華語學生及華語學生沒有明顯分別(約 10%至 30%)。
- n. 約有三分之一(32%)非華語學生及 16%華語學生參加過升小一前的暑期課程。很少學生(少於數個百份點)參加升小二及小三的暑期課程。

四. 家長：語言

- a. 非華語家長說廣東話的能力有限(父親及母親：1/3、 1/2 - 完全不會；1/2、 1/4 - 簡單詞彙；1/5、 1/10 - 流暢)。
- b. 至於閱讀中文的能力，75%非華語父親及 82%非華語母親完全不會閱讀中文。25%非華語父親及 18%母親最低限度能讀簡單詞彙。
- c. 大部分華語家長能流暢地說及閱讀中文。
- d. 非華語及華語家長在英文能力之差異，則與上述中文能力之結果剛剛相反。有相當多非華語家長能流暢地說及閱讀英文(非華語家長：50%-60%，華語家長：25%-30%)。

五. 學生原先的語文及數學能力(小一學年初)

- a. 我們請老師在學生小一入學時，用一份有十七題的量表，評核學生原來的中文能力。華語學生的表現在所有項目上均比非華語學生優勝。
- b. 在學生的英文能力方面，情況略為相反，差異大幅縮小。
- c. 在數學能力方面，老師們覺得華語學生大致上稍勝於非華語學生。

C. 校長及老師的信念

我們請校長及老師(中文、英文及數學老師並班主任)表達他們對學生的學業問題及社交行為的觀感。

一. 所有老師一致強烈認同的地方

所有校長及老師一致強烈認同以下各點：

- i. 「於本學年，非華語學生沒有因為他們的種族或外貌被歧視」、
- ii. 「學生們沒有交友上的困難」、
- iii. 「非華語家長有權送他們的孩子到主流中文小學就讀」、及
- iv. 「提供額外的中文補習班應該是幫助非華語學生在中文主流學校就讀的重點」。

二. 比較意見分歧的地方

- a. 校長及老師對以下兩點之意見有分歧：
 - i. 「貧困家庭背景及社會經濟地位是導致非華語學生學習困難的主因」、及
 - ii. 「非華語家長對他們孩子的教育及前途期望較低」。
- b. 認為「非華語學生在主流中文學校就讀，長遠而言利多於弊」的老師略多於持相反意見的。

三. 不同的意見

- a. 學生就讀小一時，校長、班主任、英文老師及數學老師（平均值 > 4.00）比中文老師（平均值 = 3.83）傾向於相信「除了語言上的障礙，非華語學生沒有因為他們的種族出現學習困難」。
- b. 當學生升上小三，趨勢似乎出現逆轉：中文老師較相信語言是唯一問題，而校長則傾向相信除了語言外，還有其他問題存在。
- c. 學生就讀小一時，校長、班主任及中文老師較相信「提供額外的中文補習班應該是幫助非華語學生在中文主流學校就讀的重點」。
- d. 當學生升上小三時，校長及老師仍相信提供額外的中文補習應該是我們工作重點，但校長較班主任及中文老師更相信中文補習的重要性。有趣的地方是，英文及數學老師比之前(小一時)，更認同中文補習應該是工作重點。
- e. 相對校長及其他老師，較少中文老師認為社會經濟地位及家庭背景是非華語學生學習困難的主因，這在學生升讀小三時尤為明顯。雖然中文老師更相信中文能力不足是導致非華語學習困難的主要原因，而提供額外的中文補習又十分重要，但校長較中文老師更相信中文補習的效用。

D. 老師及校長對學生課堂表現及其他社交行為之觀察

我們請中文、英文及數學老師及班主任評估學生的課堂表現及其他社交行為。

一. 各項目上的差異

- a. 所有老師一致感到非華語及華語學生都很享受上學。非華語及華語學生的學習興趣，尤其是數學科上的，在他們升上小二、小三時略有減少。
- b. 由小一升至小三，非華語及華語學生對中文課及英文課的興趣都沒有明顯分別，但數學老師及班主任所認為，華語學生比非華語學生更享受上學。
- c. 在三年裡，中文及數學（但非英文科）老師認為非華語學生「落後於班上其他華語同學」。
- d. 在研究的三年裡，所有老師（包括英文老師）均指出非華語學生比華語學生較常「不準時交功課」。有趣地，雖然非華語學生的英文能力，相若於或稍勝於華語學生的英文能力，非華語學生仍不準時交英文功課。那就是說，在進度上落後於其他同學只能（在中文及數學上）部分解釋、而不能完全解釋（例如在英文科中）他們為何不準時交功課。
- e. 「上課不專心」、「逃避學習」、「害羞」的趨勢與「不準時交功課」的相近，不過非華語及華語學生在前述三項（「上課不專心」、「逃避學習」、「害羞」）的差異較小。在上英文課時，前後二者在前述三項（「上課不專心」、「逃避學習」、「害羞」）則沒有甚麼差別。
- f. 在研究的三年裡，雖然比率低，非華語學生比對照組的華語學生較常缺席。
- g. 非華語學生的操行勝於華語學生，他們較少：「滋擾課堂」（尤其是在小三的英文課

及數學課)、「對同學有暴力行爲及與同學起爭執」(尤其是在小三時)、及「喜歡欺負其他人」。

- h. 雖然非華語學生較「傾向於獨處」及「沒有好朋友」，他們在小三時對上述兩點的傾向相若於甚至稍低於華語學生。
- i. 非華語學生在「被其他同學欺負」、「不願參與課外活動」、「顯得緊張、焦慮」、「穿著不整潔衣服」及「顯得憂愁及焦躁不安」上與華語學生沒有甚麼分別。

二. 老師對學生語文能力的觀感

我們請中文及英文老師主觀地在以下階段評估學生的語文能力：(i) 在小一學年初, (ii) 在小一學年末, (iii) 在小二學年末, 及 (iv) 在小三學年末。

- a. 非華語學生在中文閱讀及書寫能力上程度相對較差，在聆聽及說話能力上則較好。
- b. 非華語學生在上述四方面在第一學年大有進步。第一學年後，非華語學生在聆聽及說中文上接近「流暢」，並能閱讀及書寫「簡單中文句子」。
- c. 雖然非華語學生的中文能力在第一學年大有進步，但按照老師的評估（量表由完全不會、簡單詞彙、簡單句子、流暢、至非常流暢），華語及非華語學生的中文能力由小一學年末至小三學年末，均沒有較期望水平有明顯進步。
- d. 我們對學生的英文能力進行了類似的比較。結果顯示非華語學生開始時(小一學年初)的程度比華語學生高很多，這差異持續至小二學年末及小三學年末。
- e. 在第一年（小一學年初及學年末），非華語學生在英文說話能力上進步稍大，而在英文聆聽、閱讀及書寫能力上的進步則比華語學生稍遜。
- f. 非華語及華語學生英文能力由小一學年末至小三學年末的提升不大，而且兩組的提升相若。

E. 學生的智力

我們用瑞文非文字智力測驗(Raven's Progressive Matrices Test)（副量表 A, B, C）評估學生的智力。結果顯示非華語學生智力的標準差（SD）比華語學生的大。

F. 考試表現

一. 分析的框架 (Analytical Framework)

- a. 我們取得學生在小一至小三不同階段的考試成績。所有考試分數先根據班別的平均表現標準化，即是，如果學生的成績位於班中的平均值，該學生的標準分是「0.00」。由於分數被標準化（又假設成績按常態分佈），取得-1.00 及-2.00 的分數的學生的表現應分別比班中 84% 及 97.5% 的學生差。
- b. 我們可以理解，在很多科目中，非華語學生在小一開始時的程度比較低。若他們的進度比同級的華語學生快，則該負值分數會愈來愈接近正值（例如，由-2.00 升至-1.00）。
- c. 我們評估了二十七位學生的考試成績，他們有多於一次的分數可供分析。
- d. 值得注意的是對照組華語學生的考試成績普遍接近別平均值。因此，任何跟對照組的比較與跟同一學校同一級別內，所有華語學生的比較是一樣的。

二. 非華語學生在小一至小三時於學校考試中表現如何？

a. 總分

27 位非華語學生中，有 48% 在開始時程度低於班別平均值，但他們進步得比同學快。

另外 30%非華語學生進步的幅度與他們的同學相若，而且成績保持在班中平均分左右（保持在平均值 1.5 SD 以內）。至於其餘的非華語學生，15%同學的總分遠低於班別平均值，而 7%的進步程度則比他們的同學較慢。

總括而言，共 78%（48% + 30%）個案進度令人滿意（進步較快或保持在班中平均水平），而其餘 22%的情況則有待改進，他們的總分持續遠低於班別平均值，而且進度比同學慢。

b. 中文

中文考試成績方面，27 位非華語學生中，有 59%在開始時的程度比班別平均值低，但進步得比他們的華語同學快。另外，有 22%的進步程度與他們的同學相若，成績徘徊在班別平均值附近。至於剩下的學生，15%的學生成績遠低於班別平均值，而另外 4%的學生則進步得比同班同學慢。

總括而言，81%的個案進度令人滿意（有較快的進步或成績中等），而其餘 19%的成績則持續遠低於班中水平或進度較慢，情況仍需改善。

c. 英文

至於英文考試成績，26%在開始時的程度比班別平均值高，而且保持著高水平的表現，或比他們的華語同學進步更快。另外，有 26%的同學在開始時表現比班別平均值低，但進步程度比同學快。37%進度與他們的同學相若，成績徘徊在班別平均值附近。至於剩下的學生，4%的學生成績遠低於班別平均值，而另外 7%的學生則進步得比同班同學較慢。

總括而言，89%的個案進度令人滿意（有較快的進步或成績中等），而其餘 11%的成績則持續遠低於班中水平或進度較慢，情況仍需改善。

d. 數學

在數學考試成績方面，27 位非華語學生中，有 39%在開始時的程度比班別平均值低，但進步比同學較快。另外，有 33%的進步程度與他們的同學相若，成績徘徊在班別平均值附近。至於剩下的學生，15%的學生成績遠低於班別平均值，而另外 15%的學生則進步比同班同學較慢。

總括而言，70%的個案進度令人滿意（有較快的進步或成績中等），而其餘 30%的成績則持續低於班中水平或進度較慢，情況有待改進。

三. 考試成績的主要分析

要進一步理解上述數據，其中一個簡單的方法是找出主流學校對非華語學生是否弊多於利。若我們假設主流學校對非華語及華語學生的影響相若，非華語學生中，進步比華語學生較快及進步比華語學生較慢的比率，應該相若。

根據上述數據，隨著學生由小一升上小三，

- a. 非華語學生進步的速度絕對比華語學生快，這可見於其總分（48%較快，7%較慢；注意：若主流學校對非華語及華語學生有一樣的影響，這兩個百分比應該是一樣的），中文（59%較快，4%較慢），英文（52%較快或保持於高水平，7%較慢），及數學成績（37%較快，15%較慢）。
- b. 非華語學生起初的中文程度及總分較低，但他們的中文成績及總分進步比同班同學較快。
- c. 非華語學生起步的數學程度較低，但他們進步比同班同學較快。然而，這非華語學生及華語學生進步上的差異，小於中文成績及總分成績。
- d. 非華語學生起步的英文程度較華語學生略高，進步的速度也比華語學生略快。這進步上的差異跟數學科的相若，但小於中文成績及總分成績的差異。
- e. 中文對非華語學生而言是一個挑戰。19%的個案情況有待改進，因為他們的成績遠

低於班別平均值，或進步得比同班同學慢。在數學及英文科，分別有 30% 及 11% 的非華語學生的考試成績同樣地需要改善，不過非華語學生及華語學生在這兩科的表現差異較少。

- f. 總括而言，雖然部分個案仍需更多注意及支援，但大部分就讀主流學校的非華語學生均受益於主流學校教育：這可見於 78% 個案的考試總分、81% 個案的中文成績、89% 個案的英文成績、及 70% 個案的數學成績。

G. 學生的背景及考試表現 / 進步

一. 學生考試的進步是否與他們的種族背景有關？

雖然菲律賓籍及尼泊爾籍學生表現略勝於其他種族群體的，但從現時較少的個案樣本下此結論言之尚早。

二. 考試的進步與他們的智力是否有關？

我們用了瑞文非文字智力測驗評估學生的智力。智商高的學生比智商低的學生成績較傾向於進步或保持中等，但差異不大。

三. 非華語學生的中文（廣東話）說話能力是否與學生考試成績的進步有關？

有輕微趨勢顯示，若非華語家長的中文能力較高，非華語學生的成績會較好。

四. 學生在家中使用的語言與學生的考試成績是否有關？

我們根據學生在家中使用的語言把學生分成三組。在兩位於家中使用中文的學生當中，一位的總分及中文成績穩步上揚，另一位則只有中文科成績有進步，而總分則持續徘徊在班別平均值以下。四位在家中使用英文的學生由小一至小三，成績有大幅進步（三個個案）或徘徊在班別平均值附近（一個個案）。至於其餘 21 位在家中使用其它語言的學生，約 2/3 的進步幅度比他們的同學大，或保持成績中等。沒有明顯趨勢顯示某一種語言比另一種語言優勝。

五. 學生起步的中文水平是否影响他們的考試表現？

開始時中文水平較高的非華語學生中，約有 80% 學生的成績徘徊在班別平均值附近或進步比他們的華語同學較快。相比之下，開始時中文水平較低的學生中，只有 50% 有同樣正面表現。這些結果強而有力地顯示學生起初的中文水平對他們在主流學校的學業非常關鍵。

六. 學生起步的英文水平是否影响他們的考試表現？

開始時英文水平較高的非華語學生中，約有 90% 學生的成績徘徊在班別平均值附近或進步得比他們的同學快。相比之下，開始時英文水平較低的學生中，只有 60% 學生有同樣正面表現。這些結果強而有力地顯示學生起初的英文水平對他們在主流學校的學業非常關鍵。

七. 學生起步的數學水平是否影响他們的考試表現？

開始時數學水平較高的非華語學生中，約有 90% 學生的成績徘徊在班別平均值附近或進步得比他們的同學快。相比之下，開始時數學水平較低的學生中，只有 70% 學生有同樣正面表現。這些結果強而有力地顯示學生起初的數學水平對他們在主流學校的學業非常關鍵。

八. 幼稚園的準備對學生有多重要？

幼稚園階段有良好準備，對提升學生小學時考試的表現非常重要。這包括強化他們小一入學前中文、英文及數學的能力。中文、英文及數學之高水平有助增加他們保持成績中等或進步得較同學快的機會。

H. 對校長、老師、家長及非華語學生進行的訪問

一. 培訓 / 所需服務

- a. 無可置疑，由學生考試成績可見，很多裁剪補救性活動(課前 / 課內 / 課後教學活動)及調適課程均十分有效。優質教學及融和的學校文化亦十分重要。因此相關的教師培訓、學校間分享、及教育局在課程調適的支援仍需繼續甚至增強。
- b. 學校通告：學校需要為家長書面或口頭翻譯通告內容，這主要由老師、教學助理或非華語助手負責。非華語助手於致電家長及進行其它非正式接觸時甚有幫助。
- c. 暑期銜接課程、密集式中文課：差不多所有學校，都在暑假期間及課後，為非華語學生提供額外中文課。這些課程部份由非牟利機構或學校本身提供，亦有由具中學會考程度的年輕人(受非牟利機構聘請及已接受基本訓練)、教學助理或曾正式受訓的學校老師負責。
- d. 老師通常希望有更多 (i) 適用於非華語學生的教學資源及材料(例如：特別的中文教科書)，(ii) 有助明白教導非華語學生的特殊技巧分享研討會，(iii) 可供他們參考的英文學校通告的樣本，讓他們可以節省自行翻譯中文通告的時間(注：這些服務有部分已為教育局所提供)。

二. 校內的種族歧視

- a. 總括而言，校長、老師、家長及學生均認為學校內沒有存在任何種族歧視。他們全都認同非華語及華語學生相處融洽，非華語家長尤其因為他們的子女有很多要好的華語朋友而高興。
- b. 很多校長及老師清楚地指出非華語學生的存在，有助他們的學校及社會推動社會融合。他們全都相信這種社會融合給予華語學生一個良好的學習機會。
- c. 所有非華語學生都很喜歡他們的學校、老師及同學。

三. 修訂的小一入學 (POA) 安排

- a. 校長、老師及家長一致認為非華語學生應有權選擇主流學校。
- b. 校方(校長、老師等)及家長都認同，在早期教育融合非華語學生及華語學生是正確的決定。

四. 文化問題 / 議題

- a. 老師指出家長對就學 / 教育的態度可能存有文化差異。
- b. 我們可以理解很多非華語家長未能在子女的學業上幫助他們。然而，如頗多老師所反映的，部分非華語家長：(i) 較不重視他們子女是否完成功課及測驗的準備、(ii) 較不重視他們子女請假及 (iii) 較不熱衷於送他們的子女到暑期預備班或課後補習班。有些非華語家長更相信女生不需要接受與男生同等程度的教育。
- c. 所有我們接觸的非華語家長都抱有很高期望，希望他們的子女能接受大專程度的教育。他們當中大部分都視香港為他們的永久居留地。或許與華語家長相反的是，非華語家長往往認為課後補習班沒有多大用處，因為他們的子女已學習了一整天，而且額外的補習班或會令他們有更多功課。這與華語家長的態度相反，他們相信子女參加課後補習班愈多愈好。一般來說，課外的補救性活動及課程均十分有效。我們

鼓勵學校繼續為非華語學生提供這類活動及課程。不過，我們亦應更努力向非華語家長解釋這類活動的目的及好處。

五. 學業有關的議題

- a. 非華語學生比較活躍及願意回答老師課堂上的發問。由於部分非華語學生的英文能力比華語學生優越很多，他們也為華語學生提供練習英文的機會。
- b. 學習中文及用中文學習其它學科對非華語學生而言是一個挑戰，除此以外，部分老師發現數學科也是他們在語言障礙以外的另一個需要幫助的範疇。部分數學老師表示非華語學生或許在他們的文化中學習了另一套計數的系統。這是將來需要多加留意的一個範疇。
- c. 老師普遍認為暑期預備班對非華語學生很有幫助，但我們估計四分之一至一半非華語學生對之並不熱衷或無暇參與（例如：因為要返回他們所屬的國家）。我們建議對非華語父母作更多宣傳，令他們明白這些暑期預備班的重要性及好處。
- d. 根據我們訪問老師及非華語學生所得，我們確信幼稚園的預備對非華語學生小學階段的學業成就有決定性作用。在我們的訪問中，我們可以肯定中文幼稚園教育是非華語學生適應小學學業的一個必要（雖然不是充分）的條件。曾就讀中文幼稚園的非華語學生，通常在對語言及本地課室學習環境的掌握上有較好的開始，因此，他們自小一開學初期已能輕易適應各個科目。
- e. 對於「若學校在小小一階段取錄多於一名非華語學生，他們對是否應該把這些學生放在同一班」，學校間並沒有一致的意見。某些校長認為把所有非華語學生放在同一班可令教學及課程設計更切合非華語學生的需要，而另外一些校長則相信把非華語學生放在不同班別，可讓老師對他們有更充足的個別照顧。
- f. 在是否讓非華語學生學習他們自己的語言（例如：烏爾都語，印度語），部分家長關注到他們的子女或許沒有機會學習他們自己的語言。由於每間學校只有很少非華語學生，開辦屬興趣班一類的語言學習班並不容易。

I. 問卷內開放式問題回應之撮要

- a. 老師及社工（或輔導員）要耗用大量時間與非華語家長溝通及為非華語學生提供補習班。
- b. 約有一半校長刻意安排英文老師或較有耐性的老師當非華語學生的班主任。
- c. 在研究期間（2004 - 2007 年），很多老師參加過教育非華語學生之訓練。
- d. 約有一半學校明確地指出他們有為非華語學生提供額外補習班，而約 1/3 學校則有朋輩支援計劃（例如：大哥哥 / 大姐姐）。
- e. 差不多所有校長都明確指出學校裡沒有種族歧視存在。
- f. 按照校長及老師的觀感，非華語學生面對的主要挑戰是：(i) 中文程度低，(ii) 家長未能在子女的學業上提供援助，(iii) 非華語學生缺乏學習動力（例如：懶惰）。
- g. 校長希望 (i) 得到經濟上之援助，以便為非華語學生提供更多服務，(ii) 為非華語學生安排更多加強輔導活動，以幫助他們學習中文，及 (iii) 加強非華語家長對主流學校的理解。
- h. 老師希望為學生 (i) 在課堂上或校內提供額外支援，(ii) 調適課程，(iii) 改良教學模式（例如：用另一套教學資源），及 (iv) 獲取一些資源（如：經濟上的）幫助非華語家長（如：支付課後補習班的費用）。
- i. 至於如何分配資源（金錢），老師稍微傾向於把資源分配給學校而不是直接分給家長或學生。