

# A Study on the Challenges Faced by Mainstream Schools in Educating Ethnic Minorities in Hong Kong (2018-2019)

January 2020

The research team interviewed altogether 9 principals and 24 teachers from 9 primary schools during Oct-Nov 2018. Based on the interview results, the team designed two questionnaires for teachers and principals, and conducted a survey in Hong Kong during Feb-June 2019.

Teachers, who participated in the survey, are coming from 135 primary schools, which covered 46.2% of schools with non-Chinese speaking (NCS) students

612 Chinese language subject teachers

11 teachers did not indicate the subject they taught



Principals, who participated in the survey, covered 41.4% of schools with NCS students

607 Non-Chinese language subject teachers



37.8% Chinese language subject teachers

are **confident** in teaching NCS students to achieve the learning level of Chinese speaking students



54.1% Non-Chinese language subject teachers



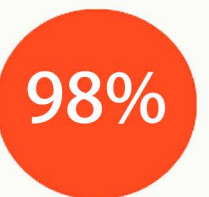
Principals expressed that teaching assistants are generally lack of teaching experience, while NCS students need experienced teachers to carry out pull-out support



Principals found difficulties in employing teachers with skills of teaching Chinese as a second language



Principals expressed that NCS students, who had never been educated in local kindergartens, have experienced most difficulties in adapting to the mainstream curriculum



Principals expressed that the Education Bureau (EDB) should allow greater flexibility in using the subsidy to support NCS parent-school communication and organise cultural integration activities



61%

86%

have greater difficulty in “ensuring NCS students to be able to keep up with the schedule of the mainstream curriculum”

The EDB provides no special support measures or guidelines for communication with NCS parents

94%

91%

### Difficulties faced by teachers

61%

86%

have greater difficulty in making NCS students achieve the learning goals of the mainstream curriculum

have difficulties in catering for the learning needs of both Chinese and non-Chinese speaking students at the same time

62%

74%

● Non-Chinese language subject teachers

● Chinese language subject teachers

## Chinese language subject teachers' difficulties

96%

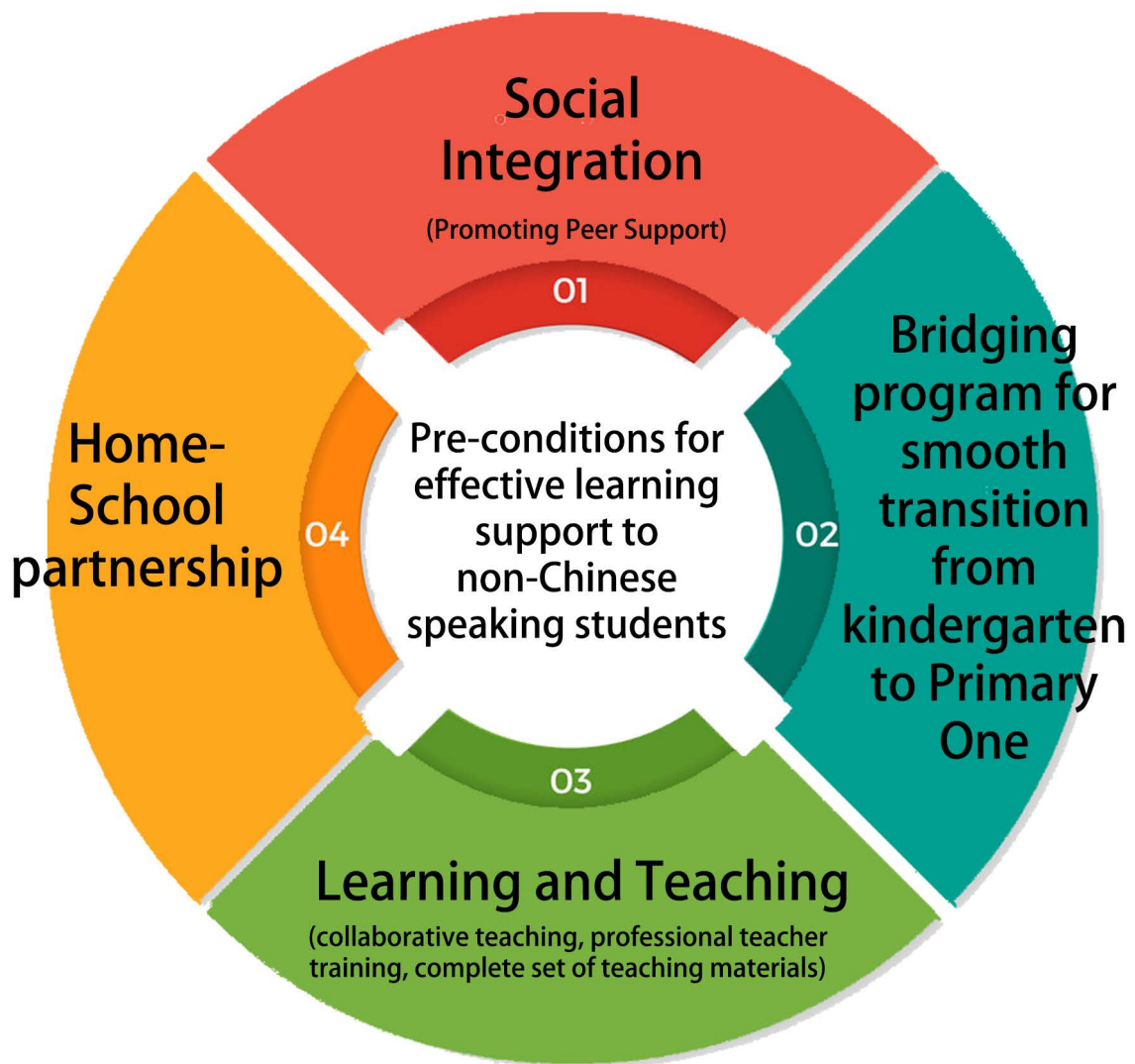
Chinese language subject teachers expressed that the mainstream Chinese language curriculum is too difficult for NCS students

96%

Chinese language subject teachers expressed that there is a lack of teaching Chinese as a second language teaching resources that match the mainstream curriculum

91%

Chinese language subject teachers believed that despite the use of the integration and pull-out learning as dual-track measures, it is still difficult for NCS students to reach similar Chinese language level as the Chinese speaking students before the internal examinations for Secondary School Places Allocation purpose.





## Suggestions to the Education Bureau

- Teachers
- Principals

