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論文報告 Paper Presentation

**Uncovering the Modes of Hong Kong Schools Supporting Non-Chinese Speakers to Learn Chinese and their Communities of Practices**

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Since the introduction of “bi-literate trilingual” policy in 1997 in the education system, Hong Kong students are required to become proficient bi-literate in English and Chinese, and trilingual in Cantonese, English and Putonghua. This policy also applies to the increasing number of non-Chinese speaking (NCS) students. With an aim to provide more suitable language education for the increasing number of NCS students, some local schools were designated to provide better support on the learning and teaching of Chinese as a L2. However, the Equal Opportunities Commission (2011) criticized the system of designated school for their ineffectiveness in promoting Chinese literacy among NCS children, and that the system is a barrier to the integration of NCS children into mainstream society.

This study aims at exploring different modes of enhancing Chinese learning in various secondary schools for NCS students through questionnaire surveys and follow-up interviews. An array of literature related to bilingual education of the western world in relation to the Hong Kong modes will be investigated. The communities of practice will then be described in order to discuss the challenges of various modes in enhancing the Chinese learning of NCS students.