

中國語文（非華語學生適用）

本教材由香港理工大學中文及雙語學系策劃編寫，經教育局課程發展處調適整理，供收取非華語學生的學校參考使用。

教材編寫說明：

本教材專為幫助非華語學生學習中文而編寫。對身在香港的非華語學生來說，中文作為第二語言，在他們的生活、學習和日後的工作中扮演重要的角色，因此他們必須掌握聽說讀寫的語文能力。為幫助非華語學生達到上述目標，我們在編寫這套教材時，已參考專家學者目前就第二語言學習所提出的學理和策略。

首先，是輸入和輸出在語言學習過程中的重要性。學生有豐富的語言輸入，自然對學習有利；如果同時有較多練習和應用的機會，對他們瞭解語言功能和強化語言意識也有很大的幫助。

此外，中文跟很多非華語學生的母語相比，在語音結構和書寫系統方面有很大的差異，編寫教材時必須充分注意中文本身的語言特點。

基於上述考慮，本教材主要依循以下幾條編寫原則：

1. 同時兼顧聽、說、讀、寫的語文能力。不少小學一年級非華語學生的聽說讀寫能力可能均處於起步階段，因此必須全面照顧。
2. 兒童語言發展理應由口語帶動書面語，不過考慮到非華語學生可能需要與本地華語學生一起學習，本地華語學生在幼稚園階段已能認讀不少字詞，因此非華語學生的書面語學習不能過分滯後於口語發展，教材需協助學生同步學習書面語與口語。
3. 中文字詞學習在書面語學習中佔據重要的位置。不少研究發現，外國學生的中文學習即使到了中高程度，也經常因為無法掌握個別字詞而影響溝通。因此本教材參考「字本位」的教學思路編寫內容，從字入手，先幫助學生認識最常見、構字和構

詞能力最高的一些獨體字，培養學生對漢字認讀和書寫的習慣，以便對常見漢字的形、音、義有基本認識，對由字組詞的規律有初步感知。

4. 除強調字詞積累外，如何利用字詞組成有意義的語句，亦同樣重要；因此本教材將在每一課中滲入一些基礎的語法教學內容，幫助學生由字詞過渡到句、段、篇，逐步建構語文能力，以應付日常交際所需。

本教材除提供學生課冊外，亦有作業、寫字冊等。此外，教學設計詳列各課的學習重點和參照「中國語文課程第二語言學習架構」擬定的預期學習成果，並提供教學活動及策略建議。為免加重學生的閱讀負荷，課冊內不同部分的標題及解說文字力求精簡。教師可參考教學設計內的說明，以掌握各教學部分的目的和步驟。

Chinese Language (for non-Chinese speaking students)

This collection of teaching resources is compiled by the Department of Chinese and Bilingual Studies of the Hong Kong Polytechnic University. It is adapted and consolidated by the Curriculum Development Institute of the Education Bureau for use by schools that accept non-Chinese speaking students.

Background of compiling the teaching resources:

This collection of teaching resources is specially written to help non-Chinese speaking students learn Chinese. For non-Chinese speaking students in Hong Kong, Chinese as a second language plays an important role in their daily lives, studies, and future employment. As a result, they must master the skills of listening, speaking, reading and writing. When compiling the teaching resources, we referred to the academic theories and strategies currently proposed by experts and scholars on second language learning in order to help non-Chinese speaking students achieve the above goals.

First, we must emphasise the importance of input and output in the language learning process. Rich language input will benefit students' language learning. More opportunities to practise and apply their knowledge will also help them understand language functions and strengthen their language awareness.

Further, Chinese is very different from the mother tongue of many non-Chinese speaking students in terms of phonetic structure and writing system. When compiling these teaching resources, we must pay attention to the language characteristics of Chinese.

Due to the above considerations, these teaching resources are compiled mainly based on the following principles:

1. We take into account the language skills of listening, speaking, reading, and writing. Many non-Chinese speaking students in the first grade of primary schools (P1) may be in their infancy in Chinese listening, speaking, reading, and writing, so they require comprehensive care.
2. In children's language development, normally, spoken language drives written language. However, we believe that non-Chinese speaking

students may need to learn with local Chinese speaking students who can recognise many words in kindergarten; thus, written language learning by non-Chinese speaking students cannot lag behind the development of spoken language. Therefore, the teaching resources must help them learn written and spoken language simultaneously.

3. Learning Chinese lexical items is an important part of learning written language. Many studies have found that even if foreign students have achieved intermediate or high levels of Chinese, their communication is frequently hampered by their inability to master certain words. As a result, these teaching resources are based on the "character-based" teaching idea. Starting with the Chinese characters, we help students understand some of the most common single-component characters with the highest word formation ability and cultivate students' habits of reading and writing Chinese characters so that they can understand basic Chinese characters. As a result, they will have a preliminary perception of the rules for forming words from characters.
4. In addition to the accumulation of lexical items, it is also important to learn how to use words to form meaningful sentences. Therefore, these teaching resources incorporate some basic grammar teaching content into each lesson to help students move from words to sentences, paragraphs, and chapters, and gradually build up language skills for everyday communication.

This teaching resources provide student textbooks as well as workbooks, writing books, etc. In addition, the teaching plan details the learning focus of each lesson and the expected learning outcomes formulated with reference to the "Chinese Language Curriculum Second Language Learning Framework" and recommends teaching activities and strategies. To avoid overloading students with reading, the titles and explanations of different sections of the textbook have been simplified. Teachers can refer to the instructions in the teaching plan to understand the aims and steps of each section.